

Adapting the 12th Grade Cape Verdean English Syllabus to develop the Speaking Skill

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Dedication

I dedicate this work to all my family, especially to my mother Augusta de Barros, my sisters Fátima, Celestina, Mariana and Anilsa, my aunt Antonieta Martins, my sister-in-law Salvadora Moreira and my brothers who have supported and motivated me since I first started this Masters course. This is evidence of the gratitude, respect, admiration and love I have for them.

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Abstract

This project work relates to adapting the existing 12th grade Cape Verdean English syllabus to develop the speaking skill in 12th grade Cape Verdean English classrooms. It proposes a syllabus supplement to the existing 12th grade Cape Verdean English syllabus focusing on the speaking skill so that speaking can be better developed and emphasized in 12th grade classrooms in Cape Verde. This project work first defines what a syllabus is and discusses its importance in assisting teaching and learning, then it discusses developing the speaking skill in EFL classrooms, speaking within the 12th grade Cape Verdean EFL context and the role of the speaking skill within the 12th grade Cape Verdean English syllabus. It goes on to describe a proposed speaking syllabus supplement for 12th grade Cape Verdean English syllabus. Then, it presents the analysis and results of the questionnaires responded by teachers and learners relating to the speaking lessons that were piloted based on the new syllabus supplement. Finally it draws some conclusions and makes recommendations.

Key words: Speaking Syllabus, Developing Speaking Skills, Speaking Sub-skills, 12th Grade Cape Verdean English Classrooms, ELT in Cape Verde

Resumo

Este trabalho de projecto preocupa-se com a adaptação do programa de 12º ano de língua Inglesa de Cabo Verde com o objectivo de desenvolver nos alunos a habilidade de falar Inglês. Assim, propõe a criação de um programa suplementar ao programa existente focado essencialmente na oralidade (fala), enfatizando o seu desenvolvimento nas turmas do 12º ano em Cabo Verde. Em primeiro lugar, define o programa e mostra a sua importância no processo de ensino/aprendizagem. Em seguida, descreve o desenvolvimento da oralidade (fala) nas aulas de Inglês como língua estrangeira de uma forma geral, assim como nas aulas de Inglês como língua estrangeira no contexto Cabo-verdiano e o papel da oralidade (fala) dentro do programa de língua Inglesa de 12º ano em Cabo Verde. Ainda descreve o programa suplementar criado como forma de complementar o programa de 12º ano existente em Cabo Verde, apresenta os resultados e as análises dos questionários aplicados aos professores de Inglês e seus respectivos alunos de 12º ano em Cabo Verde a cerca da implementação do programa suplementar através das aulas conduzidas nas turmas de 12º ano baseadas no referido programa e por fim, apresenta as conclusões e as recomendações.

Palavras-chaves: Speaking Syllabus, Developing Speaking Skills, Speaking Sub-skills, 12th Grade Cape Verdean English Classrooms, ELT in Cape Verde

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Introduction

This work is concerned with adapting the 12th grade Cape Verdean English syllabus to allow the speaking skill to be better developed in the 12th grade Cape Verdean English classrooms. Its final aim is to propose a speaking syllabus to supplement the existing 12th grade Cape Verdean English syllabus.

Although the speaking skill is considered to be a priority in all language learning programs/classrooms because of its importance nowadays, as people all over the world need immediate forms of communication, for the purpose of this paper the 12th grade Cape Verdean syllabus was chosen because in Cape Verde it is in 12th grade that speaking is expected to be more emphasized. The 12th grade students have been studying English for more years than the other students, so they are considered to be more experienced and more proficient in the English language and consequently required to speak English more than the other students in lower levels. Furthermore, as they are the secondary school finalists, they are expected to leave school with at least the minimum competence in speaking, that is to say, B1 level both in terms of spoken interaction and spoken production according to the rating scales for spoken English interaction and production of the Common European Framework of Reference (CEFR) (see Appendix E).

The reason for my decision to focus on this topic is based on my experience both as a learner and a teacher of English in secondary school in Cape Verde. As a learner, when I finished my secondary school (12th grade), I was practically not able to carry out a conversation in English although I was considered one of the best students in the English subject in my class. Speaking English in the classroom, apart from some classroom language such as *Good morning, May I come in, Can I go to the toilet...* and those basic comments and questions that learners usually ask the teacher for clarification (*I am confused, Can you repeat, I did not understand*), was something really rare among the learners whether they were good or weak students. In other words, it can be said that speaking English was not “a habit” in the Cape Verdean EFL classrooms. Students were used to reading, writing, doing grammar and vocabulary exercises and were assessed on those skills.

As a teacher of English, I have experienced the same problem related to my students. This might be related to the fact that teachers have been following the same approach that their teachers used to use in the past, and may be because the Cape Verdean English syllabuses do not emphasize the teaching of speaking. I have taught English to 12th grade students, but, however, even out of those students, who can read and write well, do well on grammar and vocabulary exercises and are able to follow the teacher's explanations and instructions, very few of them can express themselves in English. For example, if you ask them to do an oral presentation, they rely on their paper and read, and most of them are not able to take part in a class discussion, giving their opinion, agreeing or disagreeing with the others, holding their point of view and so on.

In Cape Verde English is taught as a foreign language in secondary schools for students from 7th to 12th grade, aged between 11 and 19 years old. In 7th grade students study only one foreign language, and they have two options, either to choose English or French. The classes are made-up of students who had the same option. That is, all the 7th grade - option English go together and all the 7th grade-option French as well. And this process continues until they reach their 12th grade. However, in the 9th grade the two foreign languages are compulsory. The ones who chose English in their 7th grade, when they reach 12th grade they are considered level 6 because of the six years studying English. And those who started studying English in 9th grade, when they reach 12th grade, they are considered level 4 taking into account their four years of studying English. Nevertheless, even those students who are able to get good marks in the written exams, only very few of them can communicate orally in English. For example, in a class of 45 students, only 3 or 4 of them can, in a natural way, articulate sentences and phrases in English to express their needs, interests and give their opinions.

Leaving aside the school context and going into society in general, the majority of highly educated people such as ministers, members of parliaments, university teachers, doctors and others are unable to carry out even a simple conversation in English. Usually what they point out as the cause of this problem is their past experience as learners of English during their secondary school. They say that they were taught and required only to read, to write and to do grammar exercises, and there was no speaking practice or activities. The language was taught in an "artificial" way and there was no space for natural use of the language for communication purposes.

Taking into consideration the experience described above, it can be said that the students' inability to carry out a conversation in English when they finish their schooling is one of the most noticeable problems in the Cape Verdean educational context. However, it is worth saying that this problem must be investigated and solutions for it or at least for part of it must be found. The ability to speak English is very important today almost everywhere in the world and Cape Verde is no exception. In Cape Verde English is necessary in many social settings, particularly in tourism, education, trading, banks and airports.

Tourism has been increasing in Cape Verde and there are more and more people coming from many different parts of the world to this country. So, there is a great chance of employing the Cape Verdean people as tourist guides and working in hotels and restaurants. English can play an important role serving as an *international language* to establish communication between the local people and the foreigners. Very recently an English course for professional drivers has been promoted by “Direcção Geral de Transportes” so that the professional drivers are able to solve their communicative needs when they transport tourists and other foreigners. This course is a compulsory element to get their professional cards.

Speaking English is also important for students and professionals in Cape Verde. There are many students that, apart from needing English for their future jobs, wish to study abroad or do their master courses in an English-speaking country like Australia, for example. Cape Verde has a cooperation agreement with Australia, and this country has been offering scholarships for Cape Verdean students and for professionals such as nurses, doctors, teachers and others who want to improve their qualifications. Nevertheless, many people are losing this opportunity because of language constraints even if they are good professionals. They are afraid of going there because they do not speak English and in this case, they refuse the scholarship.

Nowadays to get a job at the airport, in a travel agency or even in a bank, the candidates are required to understand and speak English. And sometimes the candidates' level of proficiency in English is one of the factors that determine whether they get the job or not. For example, to get a job in ASA (Aeroporto e Segurança Aérea), the candidates should have completed secondary education and they are submitted to different tests, including mathematics, physics and English (both written and oral tests), and they have to pass all these tests. If they fail in any of them, they do

not get employed. So, English is one of the compulsory requirements for them to get the job.

As a teacher and user of the English syllabus in Cape Verde, in my opinion the teaching of the speaking skill has been undervalued by the Cape Verdean English syllabus. The syllabus gives far more attention to the teaching of grammar, reading and writing while speaking is almost ignored. Evidence of this is that the speaking skill is not assessed either by the local exams or by the national exams.

For these reasons, this project sets out to research how to adapt the existing 12th grade Cape Verdean English syllabus so that the speaking skill can be better developed in the 12th grade Cape Verdean English classrooms. My research will attempt to answer the following questions, “What changes should be made to the 12th grade Cape Verdean English syllabus so that the speaking skill can be better developed in the classroom?” and “How would these changes contribute to improving the teaching and learning of the speaking skill?”

In order to answer these questions this study will be conducted in the following way:

- A review of literature relating to developing the speaking skill will be undertaken;
- The 12th grade Cape Verdean English syllabus will be analysed with a focus on the speaking skill;
- A new syllabus supplement will be developed. It will suggest some relevant topics for 12th grade students (aged between 17 and 19 years old), will include a principled list of sub-skills of speaking to be developed and will include a range of speaking activities;
- A few selected items from the proposed speaking syllabus will be piloted by three different teachers of English currently working with 12th grade students in Cape Verde, on Santiago Island;
- A questionnaire will be distributed to those 12th grade students who have attended the speaking lessons based on the new syllabus. They will reflect and provide feedback on the speaking lessons they have had; and the teachers who have conducted the lessons using the proposed syllabus will also respond to a questionnaire where they will provide their feedback on the speaking lessons

they have taught. Based on the feedback received from both teachers and students, the proposed syllabus will be finalized and conclusions will be drawn.

At this point it must be said that due to time constraints and the teachers' commitment with the school syllabus, the proposed speaking syllabus will not be piloted in full. Rather, only a few selected items will be experimented although a full pilot would be ideal for the conclusion of this work.

Chapter 1: Literature review

1.1. Definitions of syllabus

According to Thornbury (2006:219), a syllabus is an item-by-item description of the teaching contents, which is normally used as a guide to elaborate timetable and plans of work, that is, to plan what will be taught each lesson throughout the academic year. Thornbury highlights the fact that syllabus and curriculum are distinct concepts. Curriculum is broader than syllabus. It is an organized school program based on theoretical educational beliefs and objectives while syllabus translates these theoretical educational beliefs into specific and practical procedures. In other words, a syllabus is a way of operationalizing the curriculum.

Syllabus design implies the principle of selection on the basis of various criteria. Some of the criteria pointed out by Thornbury (2006:220) are usefulness, items difficulty, item frequency and tradition.

The usefulness of an item is evaluated based on the learners' need. That is, to what extent learners need to learn a specific language item. The difficulty is measured in terms of the item complexity of its form and meaning. For example, in a grammar-based syllabus, present perfect is considered less complex than present perfect continuous both in terms of meaning and form. This consequently, influences the way the syllabus is organized. The present perfect item appears in the list before the present perfect continuous and therefore should be taught first.

The frequency of an item also is used as a criterion for item selection for the syllabus. This means that the most frequent ones are privileged in relation to the least frequent ones. For example, passive voice is normally included in structural syllabus because of its frequency.

According to Thornbury (2006:220) there are many different types of syllabus, each derived from a different line of thought and views concerning language learning. A *structural syllabus or grammar-based syllabus* is organised around grammatical items such as present simple, present continuous, relative pronouns and so on. A *meaning-based syllabus or functional syllabus* is organised around a list of language functions such as asking for and giving directions, giving advice and so on. A *topic based syllabus or thematic syllabus* is organised around sequences of topics such as environment, social problems, teen pregnancy and so on. A *situational syllabus* is based on the kind of

situations learners are likely to find themselves in real life, for example, at the airport, at the hotel or the beach. Task-based syllabus is organised around series of tasks such as cooking “cachupa”, planning a trip or camping and *text-based syllabus* is organized around discourse needs of the learners. There is also *Skills-based syllabus* like writing syllabus to progressively develop learners’ writing skill.

In this work, it is the Cape Verdean 12th grade English syllabus, a grammar-based syllabus that will be focused on. As mentioned in the introduction, the Cape Verdean 12th grade learners need to be able to speak English. So, in order to emphasize the development of the speaking skill in the 12th grade Cape Verdean English classroom, the existing 12th grade syllabus (see appendix A and B) will be adapted, creating a supplement to it. This supplement will be a topic-based syllabus focused on the speaking skill. It involves more than just a selection of items. Rather, it aims to support the learning process by including the following aspects: clear descriptions of learning targets to be achieved by the learners by the end of each speaking lesson/term, suggestions for the sub-skills of speaking to be developed, speaking activities or task to be performed in the classroom, types of classroom interaction and strategies or techniques to teach each particular speaking lesson.

In order to ascertain its effectiveness, three lessons were designed based on it and piloted by three different teachers working with 12th grade students in Cape Verde. Thus, both teachers and learners participated actively in this project, later giving their suggestions through questionnaires.

According to ELT documents (1984), the existence of a syllabus is crucial in the teaching/learning process for various reasons. One of the reasons is that it ensures pedagogical efficiency, that is, it contributes to the economy of the organization of the learning process since the instruction is all planned beforehand and the time to be spent in teaching each item is often previously suggested.

Syllabus is undoubtedly a very important instrument in assisting teaching and learning. However, it is not an unquestionable framework, whose procedures have to be strictly followed by the teacher. Rather, it should be flexible and whenever possible updated in order to be in agreement with the learners’ needs on particular moments.

1.2. Developing the speaking skill in the EFL classroom

1.2.1. Definitions of speaking

Chaney (1998:13) as cited by Kayi (2006), in his article, entitled “Teaching Speaking”, defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”

Several other authors, among them Burnkart (1998), Nunan (1999) and Thornbury & Slade (2006), as cited by Nazara (2011), agree that it is difficult to reach a single concise definition of speaking. They claim that this difficulty is related to the fact that speaking is a multidimensional concept. Thus, due to this complexity, Nazara (2011) believes that the best way to define speaking is to separate it in three different parts: its features, functions and conditions. Concerning its features “speaking could be defined as a social, multi-sensory speech event, whose topic is unpredictable. speaking is social, in the sense that it establishes rapport and mutual agreement, maintain and modifies social identity, and involves interpersonal skills” (Thornbury and Slade, as cited in Nazara, 2011). It also involves paralinguistic features such as eye contact and is “cooperatively constructed” Gumperz (1999).

Concerning its functions, “speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes” (Nunan, as cited in Nazara, 2011)

From this we can see that function is related to the purposes of speaking. We speak primarily for interpersonal purpose, that is, to interact with others in order to develop relationships and Secondly for a transactional purpose when the need is practical and objective, for example, in buying a shirt, booking a trip, booking a table or a hotel room and so on. However, some authors defend that these two functions or purposes of speaking are usually intertwined.

Concerning its conditions, speaking traditionally takes place between two or more people when they are face to face. However with the development of new technologies of communication, speaking has become possible through telephone and computer/internet, even when the interlocutors are distant from one another. As Thornbury cited in Nazara, 2011 says “Computer-mediated communication shares many conversational characteristics where face to face may not be the only way to have a conversation”.

This complexity of speaking has some implications for language teaching. Speaking involves many areas of knowledge and not all of them can be covered in the language classroom because of constraints such as teaching time, class size and the difficulty in teaching some aspects of speaking. As can be seen from its definition, speaking is much more a mere combination of pronunciation, vocabulary and grammar. It also involves interpersonal skills, that is, the ability to communicate and interact with others, paralinguistic features and sociocultural knowledge, which to some extent is related to the culture where the language is spoken. However, in order to develop successful speaking classes, teachers must be aware of all these elements and try to find appropriate ways of developing effective communication in the classroom.

The importance of speaking for communication is indisputable. It is the most immediate and important means that we have to express our feelings, ideas and opinions, and to achieve our communicative intention, which can be for example, to inform, to persuade, to amuse or to establish other kinds of relationships with people.

Given its importance, speaking is a fundamental skill to be developed in schools. Teaching our learners to speak in a foreign language means providing them with another instrument that will enable them to express themselves and to interact with people from other languages and other cultures, thus being able to share experiences and widen their knowledge and understanding of the world. For example, developing speaking in English classrooms in a Foreign Language context is crucial to help learners to be able to interact with both native and non-native speakers of English, using the English language as an *international language*.

According to the (Council of Europe, 2001), speaking is divided in two variables, spoken production and spoken interaction. Spoken production is when a speaker is involved in activities in which he or she produces an oral text, which is received by an audience of one or more listeners, for example, public address (information, instructions, etc.); addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.) and “may involve, for example, reading a written text aloud, speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.), acting out a rehearsed role; speaking spontaneously; singing” (p.58).

Spoken interaction is when the speaker is involved in interactive activities, that is, when he or she acts alternately as speaker and listener with one or more interlocutors. The interlocutors, together, negotiate the meaning and cooperate with one another

following the cooperative principle and using conversational discourse strategies such as turn taking and turn giving. Contrary to what happens in spoken production, in spoken interaction all the participants have active participation in the speaking activity. Examples of spoken interaction include: “transactions, casual conversation, informal discussion, formal discussion, debate, interview, negotiation, co-planning, practical goal oriented co-operation” (Council of Europe, 2001:73).

The CEFR, apart from dividing the speaking activities into spoken production and spoken interaction and exemplifying them, also provides rating scales for them. The scale is organized from A1 to C2 level and each level has its descriptors for both spoken production and spoken interaction as well as various “illustrative scales” for specific features. Comparing the aims proposed by the 12th grade Cape Verdean English syllabus (see appendix C and D) with the CEFR’s illustrative scales (see appendix E), the 12th grade students by the end of the academic year should achieve B1 level both in terms of spoken production and spoken interaction, although the targets described in the actual syllabus do not refer only to speaking since it is a general English language syllabus. Consequently, the proposed speaking syllabus should aim at developing the specific language skills required to attain the target level proposed.

1.2.2. The sub-skills of speaking

Developing the speaking skill in a language classroom can be considered a process as in order to actually get the learners to speak the language it involves working out with them on different aspects or sub-skills of the language, including pronunciation, vocabulary, grammar, fluency, accuracy and others. Even within the sub-skills there are other micro-aspects to be developed such as appropriacy, formality and others. However, the sub-skill(s) to be developed in the classroom depends on the aim of the speaking lesson or the speaking activity. For example, if the aim of a speaking lesson or activity is to develop communicativeness, that is, the learner’s ability to get the message across, some of the sub-skills to be developed would certainly be vocabulary, pronunciation and fluency. The teacher would help the learners produce words, phrases, chunks, discourse markers and the correct language sounds, and encourage them to use the language without worrying too much about making mistakes and without too much hesitation.

a) Pronunciation

As Luoma (2004:11) says “Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream such as individual sounds, pitch, volume, speed, pausing, stress and intonation”.

The following are the descriptions of each element of pronunciation put forward by Cornbleet & Carter (2001:18):

- Sound: we use our anatomy and physiognomy to make the sounds that represent the words that we utter. However, the sound of a word is not always totally distinctive from the sound of another word with different meaning. But a solution for this problem is that the speaker can work out the meaning of the words he hears through the context even if the sound of these words in isolation can be confused.
- Intonation: the use of our voice to distinguish our purposes (asking questions, affirming something...) or to show our attitude toward what our speaking partner says (to show our surprise, belief, disbelief, agreement...).
- Rhythm: contrary to the Portuguese language, for example, in which the language is syllable-timed, the English language is stress timed. That is, in English the rhythm is created according to the position of stress within a single word or within a group of words (sentence or utterances). Especially within a group of words, the meaning of the utterances can change, depending on which words the speaker stresses.
- Pitch: this is the voice volume and smoothness (loud, quiet, soft, aggressive etc...). The pitch usually depends on the speaker's mood, on the emphasis he wants to give to a particular word or the content of the speech (by saying the word loudly) and sometimes it also depends on the speaking partner. For example, when speaking to a boyfriend/girlfriend or to a baby, the voice used is usually soft.
- Pace: this is usually related to the speed of the speech. Pace and pitch are interrelated because the volume and smoothness of the speech (pitch) sometimes depends on the speed of the speech. For example, in teaching a lesson, the volume of the teacher's voice is normally loud, so the speed of the speech tends to be slow. But in a face-to-face interaction between two

people where the volume of the voice is low, the speed of the speech tends to be fast.

Taking into account all the above, developing pronunciation means working on the distinctive sounds of the language, and learners need to learn how to use the stress and rhythmic and intonation patterns of the language. This is important because if they do not learn these features of the language, they might sometimes face problems in getting their message across since people can misunderstand them when they speak. However, not all aspects of pronunciation (pitch and pace) need to be emphasized in the classroom since they tend to be natural and inherent to the individual person.

b) Vocabulary

“Vocabulary describes that area of language learning that is concerned with word knowledge” (Thornbury, 2006, p.240).

Vocabulary is a fundamental sub-skill of speaking. In order to be able to communicate learners have to know a range of ordinary words, lexical chunks, fixed expressions and phrases according to the situations and contexts in which they are using the language.

Luoma (2004, p.14) states that there are words and expressions that are essential for certain speaking situations or contexts. For example, in giving oral instructions to people on how to do something, there are specific words that are considered useful and which can help communication become quick and easy. For example, in giving someone instruction on how to make a soup, words and expressions such as: *first, put, use a... use a... mix, then, finally* are essential and useful.

The vocabulary used in communication also depends on some other factors such as the relationship between the interlocutors and the situational context where the speaking takes place (home, work, school...). That is, the words chosen by a speaker and even the way he/she utters the words (pitch, pace, intonation, rhythm) depend largely on who he/she is speaking with, where he is speaking and what he is speaking about (the content). The communicative intention of a speaker and the impact he wants to cause on the listener also affects his decision on using certain types of words and the way he uses these words. As Luoma (2004) states: “Well-chosen phrases can also make descriptions or stories vivid, and learners who can evoke the listeners’ feelings deserve to be credited for their ability” (p.16).

When teaching vocabulary, it is also important to develop language appropriateness. This is related to the degree of formality in speech. Appropriateness is a very important sub-skill of speaking and it is mainly concerned with vocabulary use. The words that we choose and even the way we use them (our voice, speed, mood...) depend on the degree of our speech formality. Speaking to a friend or close relative is not the same as speaking to a prime minister, a school Director or a professor.

Teaching vocabulary is a crucial part in developing the speaking Skill. Without knowing the words and actually being able to use them, it is impossible to convey what we wish to, that is, to express our feelings, beliefs, opinions and judgments, persuade and so on. Language teachers who want their learners to be able to speak the language have to teach them vocabulary. It is equally important that learners can recognize the words, so that they can understand what is being said when people speak to them.

c) Grammar

According to Luoma (2004:12-16), the grammar of the spoken language is simpler than the grammar of the written language. While in written language the writer uses long sentences and dependent and subordinate clauses, in speaking the speakers do not usually speak in sentences. She claims that speech can be considered to consist of idea units, which are short phrases and clauses joined by conjunctions such as *and*, *or*, *but* or *that* or not joined by conjunctions at all when these units are spoken next to each other, with a short pause between them. Some of these idea units do not even contain a verb and one speaker can complete an idea started by his or her partner. Nevertheless, even within the spoken language itself, the speech formality affects the level of grammar complexity. Formal speech situations such as lectures, conference presentations, expert discussions and so on require more complex grammar structure than informal speech situations. In formal speech the speakers express well thought points and opinions, which they may have planned in advance. While in informal speech situations the speech is spontaneous and it occurs on the incitement of the moment.

Taking these views on grammar into the language classroom, it is worth saying that in developing the speaking skill both grammar of formal and informal speech should be taught. It is useful for the learners to learn both of them because they are learning the language to use it in real life situations, and real life situations are made up

of formal and informal situations. We need the language to be functional and to act according to the contexts we are in. Thus, learning the grammar of both formal and informal situations would make the learners aware of how and when to use certain structures and when it is alright to not use them. However, in some language classrooms there is still a tendency to teaching only the grammar of written language and formal speech situations. In Cape Verdean English classrooms, for example, traditionally only the grammar of written language that in some way comes to be the grammar of formal speech, with complex structures and sentences with all of their constituent parts is taught. In addition, learners have to transfer this type of grammar to their speech. Learners are required to speak in the same way they are taught to write, that is, in full sentences. They are supposed to give complete answers to the questions and the more complete the answer, the more rewarded the student is by the teacher.

d) Fluency

Fluency is another important sub-skill of speaking, and is closely related to the speaker's vocabulary knowledge. Crystal (1977), Bryne (1986) and Nation (1991) as cited by Lan (1994) define fluency in spoken language as the ability to carry out a communicative intention without too much hesitation and too many pauses, and without causing barriers or a breakdown in communication.

According to the illustrative scale for spoken fluency provided by the CEFR, the top fluent speaker (C2 level) is the speaker who "Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation" (CEFR, 2001:129).

Thornbury (2006:82) states that fluency is commonly understood as the ability to speak the language idiomatically and accurately, without undue pausing, without an intrusive accent, and in a manner appropriate to the context. However, Thornbury claims that research into listeners' perception of fluency indicates that fluency is primarily the ability to produce and maintain speech in real time. He claims the following are the characteristics a speaker has to present in order to be considered fluent:

Their pauses may be long but not frequent; their pauses are usually filled, e.g. with pauses fillers like *erm*, *you know*, *sort of*; their pauses occur at meaningful transition

points, e.g. at the intersections of clauses or phrases, rather than midway in a phrase; long runs, i.e., there are many syllable and words between pauses (Thornbury, 2006: 82).

The first definition by Thornbury, which is related to how people generally perceive fluency, is indeed a very extremist view of fluency. According to this definition, a speaker would be considered fluent if he is able to use idiomatic language, that is, idioms, words, phrases and constructions that native speakers would use spontaneously. In addition to this, the language should be grammatically correct and uttered without unnecessary pausing, without an intrusive accent, and in a manner appropriate to the context. This would undoubtedly be trying to equate a foreign speaker with a native speaker of the language, which is almost impossible. To be a fluent speaker does not mean necessarily being a native speaker of the language.

Both Luoma (2004:17-19) and Thornbury (2006:82) agree that vocabulary knowledge and fluency are closely related. That is, the wider the range of words, expressions, lexical chunks and fixed phrases a speaker knows and is able to use in speaking, the more fluent he is considered to be. For example, the use of discourse markers such as *oh, well, now, then, you now, right, I mean, anyway*, pause fillers such as *like, erm, you see, kind of, sort of, you know ...* and the use of fixed conventional phrases such as *that is a good question, now let me see, what a nice thing to say ...* are useful in keeping the conversation going. What is more, a speaker is able to use these expressions and phrases in their speech, they give the listener a good impression of their fluency in Speaking.

“... if two learners use an approximately similar lexicon in their speech, but one of them also uses a range of fixed phrases while the other does not, the one who uses the phrases is perceived to be the more fluent of the two. And if a learner uses a wide range of fixed phrases, listeners tend to interpret that as a proof of a higher level of ability than when a learner is using a few stock phrases in all kind of context” (Luoma, 2004,p.19).

I agree with Luoma and Thornbury when they say that speakers’ fluency depends greatly on their knowledge of vocabulary because generally if a speaker knows and is able to use lots of words, expressions and phrases when speaking, then there is no reason to hesitate too much or have too long pauses while searching for words to convey what he or she wants to say. Therefore, this is another reason why teachers must teach vocabulary and find strategies to help learners memorize and practise lexical chunks and fixed phrases that are useful for communication. Learning fixed phrases

such as *Can I say something*, *What should I do*, *Now it's my turn*, *What do you think* are helpful in communication because they create automaticity in speaking, which means that learners can produce them without having to think about them, that is, they come automatically into the learner's speech. Unfortunately this is not what happens in some EFL classrooms, and I believe that in Cape Verde, for example, this is one of the reasons why most learners are not fluent in speaking English. Vocabulary is usually taught as lists of words with their respective translations in Portuguese, or through reading when students are asked to underline the unknown words from the text and to look up their meaning in the dictionary. There is little or no practice of lexical chunks, fixed phrases and expressions that are common in speaking.

E) Accuracy

According to Byrne (1988), accuracy refers to the use of correct language forms where utterances do not contain errors that affect the phonological, syntactic, semantic or discourse features of a language. By this definition, accurate speech means when the speaker pronounces the words correctly, uses the correct intonation, uses correct language structures, organizes his speech or thoughts and makes good connection between his thoughts so that the listener can easily follow him or her.

Thornbury (2006:2) defines accuracy as the correct use of the language in terms of grammar, vocabulary and pronunciation. So, it is possible to talk about accuracy of grammar (correct use of grammar rules), accuracy of vocabulary (correct use of vocabulary) and accuracy of pronunciation, which means the correct pronunciation of words. He also believes that the accurate use of the language is to some extent influenced by factors such as the amount of time the speaker has for planning while speaking. Concerning the language classroom, he claims that the more time you give your learners to plan, the more accurate they are likely to be. He also suggests that drills, grammar exercises and explicit error correction (by pointing exactly where the learners have committed an error as well as providing them with guidance as to how to correct it) while giving them feedback are some useful techniques to improve accuracy.

Many authors, including Bengoa (2011) and Lan (1994) consider accuracy and fluency equally important in developing the speaking skill. Lan (1994) claims that spoken language proficiency involves being able to use the language both fluently and accurately. That is, a speaker's proficiency is measured by his/her ability to both communicate successfully in real time and to produce the correct form of the language.

Consequently, to develop spoken proficiency in the classroom both aspects of the spoken language must be focused on. Lan goes on to suggest that balance should be found between fluency and accuracy in developing speaking. The teacher's decision to give more emphasis to one or another should depend on what the students' needs are at particular moments. For example, Bengoa states that fluency tasks are necessary to build students' confidence, to provide students with a chance to recycle language form and vocabulary and to allow them to talk about what they wish to talk. While accuracy tasks, on the other hand, are necessary to raise students' awareness of the language structure and vocabulary, helping them to produce correct language forms so that communication is not affected.

Unfortunately, a balance between fluency and accuracy is not always found in the language classroom. There are language-learning contexts where only accuracy has been emphasized for years and has been used as a measure of the learners' progress. In Cape Verde, particularly in the 12th English classrooms where students are expected to have a higher level of accuracy than the others, teachers are more concerned about having them produce correct language form, that is, correct grammar form, vocabulary and pronunciation, and correcting them when they make mistakes, than with helping learners find strategies to get their meaning across and thus be able convey their communicative intention. Undoubtedly accurate use of the language is important both in speaking production and interaction, but we must keep in mind that overcorrection to achieve accuracy often inhibits students from speaking, and that the less they speak, the less fluent they will be. Teachers in 12th grade Cape Verdean English classrooms must invest their times in learning activities that help learners develop both fluency and accuracy.

The table below summarizes the characteristics presented by Bengoa that differentiate activities focused on fluency from activities focused on accuracy.

In activities focusing on fluency ...	In activities focusing on accuracy...
Communication is the objective	Language is the objective
The central focus is on communication. The language is used to convey the meaning. Little or no attention is paid to language form. What really matters in these kinds of activities is the ability to use the language as instrument/vehicle to achieve a communicative goal.	The central focus is on the correct use of language form. Language is used to show off the language learned

Attention is given to meaning	Attention is given to language form
The language is used to express real situations. That is, the context in which the language will be used is authentic. The language used by the learners is the same that they might be using in real life situations.	The language is used to practice the knowledge the students acquired about language forms and structures, namely to practice grammar, vocabulary, pronunciation and other aspects of the language. There is an artificial use of the language because the situations are invented or imaginary. Students might be practicing language structure that they would less probably meet in real life.
Learners' communication is judged by their linguistic performance. That is, by their ability to speak and get their message across, even if the language used contains grammatical errors, or other types of linguistic errors. Their communication is effective, as long as they achieve the aim of the activity successfully.	Learners' communication is judged by their linguistic competence. That is, by their ability to correctly use the structures, sounds and other linguistic features in their communication.
Correction in fluency activities are as much as possible avoided because teachers in developing fluency are interested in communication rather than in the correctness of language production, and corrections are considered to interfere with the flow of communication. In fluency activities teacher's corrections and contribution are usually saved for the post- Speaking where teachers can highlight some significant language errors.	Correction is often a feature of accuracy-focused work. Since teachers in developing accuracy are interested in the correctness of language use, corrections are emphasized and linguistic errors are explicitly corrected.

Fig. 1: Difference between fluency activities and accuracy activities adapted from “Teaching Speaking: fluency or accuracy?” (Bengoa, 2011)

All these sub-skills of speaking are important to focus on when developing the speaking skill. As is stated in the introduction of this section, developing speaking is a process, and this is the reason why it might be considered inaccurate to use the expression *teaching speaking*. Instead, it is preferable to use the expression *developing speaking* because speaking is a skill that involves developing many different sub-skills of the language. The sub-skills of speaking are the means to enable learners to produce oral language and to interact with others. However, the teacher's decision to emphasize some sub-skills rather than others depends on particular lesson aims, objectives of particular speaking activities or the learners' need.

1.2.3. What does developing the speaking skill in EFL classroom mean?

According to Nunan (2003) as cited by Kayi (2006), teaching speaking is to teach ESL learners to:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Nunan is partially right. Developing speaking involves working out all the language aspects he mentions but it is more than this. Apart from teaching pronunciation, vocabulary, organization of thought and fluency, learners also need to be encouraged to use the language accurately in terms of grammatical structures and need to acquire aspects of interactive communication such as communication strategies like interrupting, turn keeping, use of fillers or ability to switch topics.

Scrivener (2005:160-162) shares similar views with Nunan on teaching speaking skills, but he goes further by claiming that the use of the oral language in the classroom should be authentic in such a way that it equates to the real use of the language outside the classroom. He proposes teachers build “scenarios” in the classroom that resemble real life situations. For example, taking into account that in real life situations the way people speak depends on who they are speaking with (friend, boss, teacher...), the place where the speech is occurring (home, church...), the intention of the speaker, that is, the particular objective the speaker wants to achieve, and the communicative channels the speaker is using (face to face, telephone), Scrivener suggests that the speaking activities the teachers bring into the classrooms should also include these. In other words, when teachers decide to bring the speaking activities into the classroom, they should think of the language the students would need to communicate outside the classroom in particular communicative circumstances and find strategies to make them use the language as if they were engaged in real communication.

He also argues that teaching speaking is much more than simply taking speaking activities to the class which require the learners to try out grammar, phrases or vocabulary they already know. Rather it involves teaching them other skills such as style, manner, tone, directness, choice of words, formality, type of content and so on.

I agree that these sub-skills of speaking must be taught and it is useful for the learners to acquire them since they are learning the language to use in real life communication. In real life situations we find ourselves in different social settings and contexts, we deal with different types of interlocutors and we have different purposes of communication, which makes us to vary the type of language we use and the way we use it. So, it is worthwhile that learners of a foreign language to learn sub-skills of speaking such as style, manner, tone, directness, choice of words and formality. A good strategy for teaching these spoken language aspects would be taking the advantage of the students' knowledge of them in their first language since these sub-Skills exist in every language.

Scrivener (2005:152-153) and Kayi (2006:1) both agree that the goal of teaching speaking should be to improve students' communicative skills. However, according to Scrivener, it is not every type of speaking activity that provides learners with opportunities to improve their communicative skills. He differentiates two types of speaking activities, *communicative activities* and *display activities*. He considers communicative activities those speaking activities in which there is real exchange of information among learners. That is, when the activity provides the learners with the opportunity to use the language to interact with one another in a realistic and meaningful way as they would use the language outside the classroom.

Following this line of thought, the speaking activities that would create an opportunity for developing communication in the classrooms would be information gap activities, where students would share information that their partners do not know. For example, having them give each other instructions on doing something that their partners do not know how to do (send an email, post a photo on Facebook...) or have students describing something to one another, asking and answering questions about their families and everyday lives, asking for and giving advice or directions. These activities are communicative because each learner in these cases has some information (facts, opinions, ideas, instructions and so on) that the other does not know.

On the other hand, Scrivener believes that there are speaking activities that in spite of being useful for speaking practice are not communicative activities. He refers to them as display activities. In these types of speaking activities learners are required to speak to show off the language learned but there is no real communication. Giving a prepared speech, doing oral grammar drills, reading aloud from the course book, improvising a

conversation so that it includes lots of examples of a new grammar structure and acting out a scripted conversation are all examples of display activities.

Although Scrivener has put forward differences between what he calls *communicative activities* and *display activities*, in my opinion this does not mean that teachers should avoid display activities in their classrooms, especially because speaking is not only interaction. It also includes productive aspects of the language, and teachers should give attention for both these aspects. The display activities such as drills and acting out a scripted conversation are good for language practice such as pronunciation and vocabulary/lexical chunks memorization. Giving a prepared speech, on the other hand, gives learners good practice for language production and prepares them for real life situations where they will probably need to give a prepared speech, for example at university and work.

After these statements, opinions and clarifications, we can understand how challenging it is to develop the speaking skill in a language classroom. Apart from teaching the learners the essential sub-skills of speaking they need in order to be able to produce the language and interact meaningfully, teachers should carefully design or select the speaking activities so that they can provide the learners with opportunities not only to speak to show off the language learned (grammar and vocabulary), but also to create opportunities for real use of the language for communication. The aim of the activity should also be clearly set out and the classroom procedures should be in agreement with the goal the teacher has previously set for the activity. For example, if the goal of an activity is to develop fluency, the teacher should avoid classroom actions such as overcorrection because this interferes with the flow of communication.

When using the language for real communication, aspects such as culture and how to be intercultural also become part of language teaching and learning. Language, culture and society are all interrelated. We use the language to interact and interrelate with a variety of people that may belong to different cultures. And language is the vehicle through which this interrelationship is established. Consequently, teaching the language or how to use the language should be at the same time teaching part of culture and social rules. Learning how to form and say phrases is not enough to assure that the learners have learned the language; in addition to that, they have to learn about the language appropriacy and level of formality, that is, how language/speech varies according to the sociocultural context and to whom you are speaking to.

1.2.4. Why is it important to develop the speaking skill?

Researchers and professionals in the field of second and foreign language learning such as Harmer (1998), Nunan (1991), Lawtie (2004), Scrivener (2005) and Kayi (2006) all recognize the importance of teaching and learning the speaking skill in the EFL classroom for many reasons.

Harmer (1998, p.87) presents three important reasons why students should be encouraged to do speaking tasks, which are: Rehearsal, Feedback and Engagement.

a) Rehearsal: by rehearsal Harmer means preparing the students for real life communication. That is, the classroom should be a place where students rehearse real life events and situations and prepare themselves to be ready to communicate in case they find themselves in similar situations in real life, giving them the idea and the sense of what it is to communicate in real life. Such an activity would allow students to rehearse real life situations and enable them with enough language to solve their communicative needs in that specific real life situation.

This position is similar to the idea defended by Scrivener in 2005, who suggested teachers build “scenarios” for speaking activities in the classroom that resemble real life situations, bringing activities to the classroom where students can use the language they would need in the same situations in real life.

I agree with Harmer and I believe that these types of activities must be encouraged in the English classrooms. Rehearsing real life situation is important because the main objective of learning a language is to use it to solve communicative needs in real life situations.

b) Feedback: Harmer claims that speaking, especially in free activities where learners use all the language they know or are learning, can provide feedback for both teacher and learners. When students speak, they use all the language that they know or are learning and the teacher, by observing the learners’ performances, can notice their strengths and weaknesses. Taking into account the result of the observation, the teacher can praise them for their strengths and draw a plan to help them overcome the problems by teaching them specifically the language areas where they need improvement. Learners, themselves, will also be aware of the performance and see what they can do to improve.

This is significant because apart from encouraging learners to speak, speaking can be used to diagnose other issues related to language learning which can be subsequently remediated by the teacher. This is evidence that teachers should not wait until they think their learners are completely good at the language to make them practise it through speaking. Rather, speaking is something that learners can be involved in at any stage of their learning process.

c) Engagement: Harmer believes that speaking activities when set up properly and with learners supported by the teacher and their peers can be highly motivating and help learners to create confidence. The positive feedback that they receive from the teacher is one of the key points to help students become confident.

I totally agree with Harmer at this point. Speaking activities can be good to build up learners' confidence. But for this to happen, it is not enough just to present learners with relevant and meaningful speaking tasks to do. Learners need to be guided and supported by both their teacher and peers, if necessary, and must at least occasionally receive positive feedback by the teacher when they succeed in doing something. This is important not only in speaking activities, but particularly, in speaking this is crucial because learners tend not to say anything if they do not feel confident. Therefore, it is important to set up group and pair work where learners receive support from each other and from the teacher as a way of creating confidence and motivating them to speak.

Lawtie (2004:1) and Kayi (2006:1) argue that students need to learn how to speak because speaking is the most important skill of language learning and it is fundamental to human communication. They claim that in our daily lives most of us speak more than we write or read and so the goal of any language course should be primarily focused on the speaking skill, rather than on the other skills. According to them, another reason why speaking should be given great importance is because it is mostly through speaking that student can express themselves and learn how to follow the appropriate social and cultural rules in each particular communicative situation.

I agree with their position because there is no doubt that speaking is fundamental to human communication. It is the most immediate means through which we express our feelings, opinions, and judgments and interact with one another. Therefore, it should occupy a prominent position among other language skills.

Scrivener (2005:147) states that practising the speaking skill in the language classroom is the most useful and practical way of having learners transforming their “passive knowledge” into their “active knowledge”. That is, their receptive knowledge into productive. He describes learners’ passive knowledge as the knowledge they accumulate about the language, which includes rules of grammar and lists of vocabulary items, for example the knowledge they acquire about when and how to use certain verb tenses and the list of words, expressions and phrases they learn. While active knowledge is the actual use of what students has already learned, that is the application of these knowledge into communication. He claims that learners must be given the opportunity to “activate” their passive knowledge, by constantly being provided with opportunities to communicate, thus practising what they already know about the language. Scrivener believes that there is no point in learning the rules of grammar and vocabulary of a language if learners are not able to use them to speak.

I agree with Scrivener when he says that learners must constantly be given the opportunity to activate their receptive knowledge. And speaking, as a productive language skill, is a good way to do that. However, this does not necessarily mean having learners practise only the rules of grammar and vocabulary items they were taught recently or taught on the day teacher wants them to speak. Rather, students should be given the chance whenever possible to practise all the knowledge they have acquired throughout their learning experience.

Another reason why teachers should invest their time and energy in developing speaking is stated by Nunan (1991) as cited by Lawtie (2004:1), who defends that success in second and foreign language learning is measured in terms of the ability students have to carry out a conversation in the target language. In other words, if students learn to speak, there is no scope for doubts that they actually learned the language. On the other hand, if they do not learn to speak, their learning is seen as failure. This view is held not only by parents and the community but also among language learners themselves, who also consider being able to speak the language as knowing the language.

In fact language learning is measured in terms of what you can do with it. And, learning how to speak the language is the most obvious and practical way for a learner to show that he or she has learned to do something with the language. We interact with people mostly through the spoken language and we use speaking to solve our most

immediate communicative needs. Therefore, if a person is not able to use the language to solve practical communication needs, his learning is perceived as failure.

Many authors, including Nunan (1991) as cited by Lawtie (2004) and Scrivener (2005:143) believe that bringing communicative activities into the classroom is a way of making the classroom a dynamic and enjoyable place to be, thus raising learners' general motivation to learn the language. On the other hand, if learners are not used to practising speaking in the classroom, they will get demotivated and blocked in a simple conversation when they are required to speak. They will become nervous, anxious, be afraid to seem foolish in front of their peers, and avoid speaking in order not to make mistakes and receive comments or corrections from the teacher and they will take a long time to put the pieces of language together to communicate leading to long pauses which breaks the flow of the conversation.

This is basically what happens in my teaching context. Students are very reluctant to speak English in the classroom because they are not used to practising the speaking Skill in the classroom. Only a few students speak English, while the majority resort to their own language or even prefer to stay quiet during the lessons to avoid making mistakes and being teased by their peers. And, when the teacher decides to bring a speaking activity to the class, expecting the learners to speak, the situation becomes frustrated because they do not. I believe that this undesirable situation happens not because students do not know the language but due to a question of habit since they are not used to practising the speaking skill in the classroom. Proof of this is that even the students who are able to get very high marks in the written tests are resistant to speaking.

1.2.5. Techniques to develop the speaking skill in the classroom

Speaking is a fundamental part of second language learning and teaching. However, apart from being considered not properly valued within some language curriculums, the way speaking has been taught is often considered inadequate by some language teaching researchers. For this reason, many suggestions have been presented as to how to deal with developing the speaking skill in the foreign language classroom:

- Bring authentic communicative activities to the classroom

Kayi (2006) criticizes English language teachers for still using traditional techniques such as repetition of drills and memorization of dialogues to teach Speaking, arguing that these techniques are not efficient to improve students' communicative Skills. He

defends that the primary goal of teaching speaking should be to improve students' communicative skills, and this goal can be achieved by bringing authentic communicative activities into the classroom that mirror the real world and through which students can express themselves and learn how to follow the appropriate social and cultural rules in each communicative circumstances.

This position defended by Kayi is important, but we must keep in mind that before actually getting students communicate in the classroom, there are many sub-skills that need to be developed to guide them toward effective communication. Simple and controlled practice should come before the more difficult free practice as a way to develop students' confidence. Repetition of drills, for example, might be important in helping the learners with pronunciation and vocabulary acquisition. The teacher's decision, however, should be on to what extent he or she gives emphasis to certain sub-skills, taking into consideration that the final goal is to achieve communication. In my point of view, teacher should not spend most of the lesson doing repetition drills. Regarding memorization of dialogues, I do not think it is a good technique because it is not authentic and students might be practising something they might never get the chance to use in real life situations.

- Choose relevant topics and prepare clues

Scrivener (2005: 146-150) recommends some teaching techniques that language teachers can use when developing the speaking skill, both at the planning level and when teaching the lesson itself. When planning a speaking lesson, he suggests teachers decide on a relevant topic and prepare clues such as short newspaper articles or provocative questions to help encourage conversation in the classroom.

Before deciding on a topic, Scrivener suggests teachers think of the following questions related to the topic: Is the topic meaningful to the students? Do the students have enough knowledge about it? Do they have enough linguistic resources to talk about this topic? Are they are willing to talk about it? All these are questions that must be answered before bringing a topic to be discussed in the class. If the answers to these questions are negative, it means that the topic the teacher wanted the students to discuss is not appropriate. If the topic were chosen, however, the speaking lesson would be a failure because students would not speak and the aim of the lesson would not be achieved.

I agree with Scrivener's suggestions on relevance of the topics in speaking activities and clues to stimulate communication. The topic choice is fundamental in determining the level and the quality of students' participation in the speaking activities. If the topic is not interesting for the learners, is not appropriate for their level and age, has nothing to do with their reality, and if they do not have enough language resources, especially in terms of vocabulary to discuss it, the speaking lesson would be a failure. Students should not be forced to speak about something they do not like to or something they have never heard about before. Let's imagine, for example a class of 12th grade Cape Verdean students being asked to talk about *wind power forecast* or *the Second World War*. Of course they would not speak because these are some of the topics they have no interest in, do not have enough knowledge about and the linguistic resources they have are not enough to sustain a conversation about these topics.

As for speaking clues, some other good examples of stimuli to encourage communication in the classroom would be pictures, questions about controversial issues, newspaper articles, television news and documentaries.

The planning stage is important because it is during the plan that the teacher thinks of all the possible constraints and difficulties that might emerge during the lesson. Teachers should carefully plan their lessons, always taking into account the kind of students they have and define strategies to help the learners overcome the problems and achieve their goals. Unfortunately this is not what always happens in all teaching contexts. In Cape Verde, for example, there are teachers who claim that they do not need a lesson plan because they have been teaching for a long time and so they are experienced teachers. But being an experienced teacher is not an excuse to teach without a lesson plan. You might be experienced but each year you have different learners, with different personalities, learning styles, difficulties and motivation to learn. So planning a lesson is always necessary. What worked well with your last year students may not work well with the students you are teaching this year.

- The use of open questions

The use of open questions, that is, questions starting in what, where, who, why, how and when is widely recommended by some researchers, for example Scrivener (2005), as a technique for eliciting learners to speak. They believe that the use of open questions is a way of maximizing the learners' talking time because they require longer answers from the learners and consequently they speak more, while closed questions

(questions that require only *yes/no* answers) do not help extend teacher-learner interaction.

In fact, open questions are more likely to help extend teacher-student interaction. Let's imagine, for example, if a teacher asks two different students the following questions: "*Is learning English important for you?*" and "*Why do you want to learn English?*" The student who was asked the first question tends to answer only "*yes*" or "*no*", while the one who was asked the second question would give a longer answer because the question requires him or her to present the reasons why he or she wants to learn English. This type of question when asked to different students might create more opportunity for discussion and interaction since students may have different reasons for learning English, different opinions about the English language which they can share with their teacher and classmates. However, the closed questions can be reinforced if the teacher asks students to justify their answers or to give more details about it.

- The use of referential/real questions

Lynch (1996:107-110) has a similar view on the types of questions the teacher should ask students when interacting with them. However, he goes a little further on this point by clearly calling for to the authentic and real use of the language. He makes a distinction between two types of questions, *display questions* and *referential/real questions*. Display questions are those types of questions that teacher asks to check students' comprehension. So, the answers to those questions are already known by the teacher. Referential or real questions are questions that require free answers from the students, usually beyond the teacher's control. In other words, in referential/real questions, the teacher is normally unable to predict what the student is going to say because the answers are free and natural as in normal daily conversations where the interlocutors cannot control what each other is going to say next.

Lynch (1996:108-110) argues that if we want our learners to extend their competence in speaking, we must relax our control over the classroom interaction and give the learners the chance to practise the language freely. This means including real questions in our interaction with them rather than asking them only display questions. He supports his view by comparing the effect of the display questions and real questions on students' spoken production. This is summarized in the table below:

Display questions	Real Questions
Learners give short answers. Sometimes they just answer yes or no.	Learners tend to give longer responses.
Learners cannot practice taking initiative in Speaking because they are passive responders to questions and instructions	Learners take initiative in Speaking because they are active responders; they are free and not limited to what the teacher wants or expect them to say. They say what they actually have to say or are willing to say.
Discourage learners to communicate since they will get used to only answering questions that test their knowledge and nothing else.	Encourage students to take risks and communicate.

Fig 2: Difference between display questions and real questions

I agree with Lynch and Scrivener's positions in defending that communication should be emphasized in the classroom. After all, the main objective of learning a language is to enable learners to use it for communication, that is, to exchange information, to share facts, opinions and ideas. Real questions like *"How are your grades in the other subjects, Maria?", "How was your weekend, Paulo", "Why are you looking sad, Rita?"* are useful to extend the interaction between teacher and students, since they encourage learners to take risks and communicate. Both learners and teacher feel more relaxed concerning a making mistake, which helps communication flow more naturally. However, display questions are important for checking comprehension. The types of questions asked by the teacher should depend on the lesson objective. If the teacher's goal is to see the learners' assimilation of certain content rather than developing communication, then display questions can be asked. I think that whenever possible, if students can give their oral contributions, they should be welcome.

- Setting up group and pair work

The teachers should organize the lesson in a way that all learners can get the opportunity to participate in the speaking activity, and they themselves should reduce their own contribution to the activity. A good strategy suggested by Lynch (1996:115) to reduce the teacher's contribution to the speaking activity and increase learners' opportunity to speak is to set up pair and group work. He believes that group work, particularly, is extremely beneficial to learners' development of communicative competence. Working in a group maximizes each learner's opportunity to speak because students feel more free to communicate with their partners, they are not afraid of making mistakes and it reduces the psychological burden of public performance since in

a group students have the chance to share opinions, support each other and win confidence before they speak to the whole class.

Nation (2000; 2007) as cited by Hue (2010) defends that teachers should promote pair and group work in their classroom in communicative tasks. The teacher should encourage students to work collaboratively and clearly define the role of each participant. Ideally, each participant should have a unique and essential role in a task accomplishment. This is important because when each participant has a specific role, the activity becomes more exciting and each student will do his or her best to speak and be rewarded.

Group work is extremely important. However, working in group is not always effective. The efficiency of a group depends on many factors such as who is grouped together, how students are being supervised, where they are working (inside or outside the classroom), the degree of each individual student's participation in the group work and the language students' use while working in the group (mother tongue or target language).

Concerning how students are grouped, Hue (2010), for example, highlights the fact that the teacher should be careful when assigning students into a group so that the group can work effectively. He thinks that students' personal feelings must be taken into consideration when setting up group work because they normally feel less embarrassed and tend to communicate more with their close friends. Therefore, according to Hue, they must be given the freedom of choosing who they wish to work with. He agrees that if teachers occasionally accommodate students' personality and feelings into their teaching, students will be more productive.

I agree with Hue's position. Sometimes teachers can let students free to choose who they want to work with not only to accommodate students' personality into their teaching, but also in order to let them perceive that their decision and autonomy is important in their learning process. However, this practice should not be overdone because otherwise they will always choose their best friends, the best ones would always invite the best students to work in their groups, excluding the weakest ones, and consequently the teacher would always have the same students working together. Varying people in group work is important for students' learning and socialization in the classroom. The more chance students get to work with different partners, the more they are likely to learn with the others and broaden their knowledge.

The place where the work takes place (inside or outside the classroom) influences the way students are monitored which consequently affects the efficiency of the group work. If the work takes place inside the classroom where the teacher has more control over the students, the teacher can give them better assistance and supervise better their individual participation, the use of the target language and their behavior. On the other hand, if the work takes place outside the classroom, the teacher has less control of what happens during the task.

- Give students time to think and prepare before they start speaking

Giving students enough time to prepare before performing the task is important because normally they do not succeed under time pressure. Students must be given time to think about the content/topic, to generate ideas, to support their opinions and statements, to think about the language form and how they will structure and organize their thoughts. In addition to this, there are students with different personalities and learning styles, and some of them might get blocked when they are under pressure and consequently do not work properly. It is important to give students some preparation time before they speak.

1.2.6. Error correction and feedback techniques

Feedback and error correction can influence positively or negatively the quality of students' language learning and production, depending on the technique used by the teacher and the moment he/she chooses to correct the students' errors and give them feedback. There are moments of the lesson when a simple teacher's interference to correct learners' errors might not be helpful. As well, certain techniques might not be supportive for certain error correction. In speaking lessons, in particular, teachers should be careful when and how to correct the learners' mistakes and give them feedback.

There are some important aspects that teachers must consider when they are faced with students' errors or mistakes, which are lessons aims or task objectives and learners' learning style or preferences.

a) Types of errors/mistakes

It is important for language teachers to be aware of the types of errors/mistakes the students make so that they can best deal with them or see how much attention they give to specific error types. In speaking, particularly, there are types of errors that do not

interfere with the message intelligibility which are worthless to be corrected at the moment the student is speaking. Otherwise, it would break the flow of communication. On the other, there are errors that must be corrected because they obstruct the comprehension of the message or because the information in itself is not correct. The following are some types of errors usually committed by students when they speak or write:

- Transfer error: a transfer error is an error caused by interference of the student's first language into the second/foreign language. For example, when a Portuguese student of English says or writes *I have 17 years old* instead of saying or writing *I am 17 years old*. This is an influence the Portuguese/crioulu language because in Portuguese/crioulu the verb "*ter* = have" is used to express the age (*nten 17 anu/eu tenho 17 anos*).

- Developmental error (e.g. overgeneralization): this type of error is caused by learning or interlanguage. That is, it occurs while the linguistic system of a learner is still developing. An example of developmental error is: *I taked a shower before I came to school*.

- Slip: a slip is an incidental mistake. For example, instead of saying *I am going to Cape Verde*, a learner can commit a slip saying *I going to Cape Verde*. Usually a slip is less serious than an error because it usually does not interfere with the message intelligibility.

- Content error: a content error occurs when a learner gives a wrong information or wrong definition of a subject, For example, when a learner says that the first language in Scotland is French.

- Communication errors or errors that are related with sociocultural lack of knowledge: these are errors that learners or speakers of a foreign language make because of their lack of knowledge of the culture and society where the target language is spoken.

b) Techniques for correcting errors/mistakes in speaking lessons

Lessons aims often influence the techniques the teacher uses to correct students' errors. For example, if the aim of the lesson is to develop students' fluency, teacher tends to avoid explicit correction or overcorrecting the students so that the flow of conversation is not disrupted.

Students' learning styles can influence the way teacher corrects them. If a teacher knows or have discussed with his/her students about how they prefer to be corrected, this might influence the way he corrects them. There are students who prefer to be corrected whenever they make a mistake because they believe they learn more and there are those who are sensitive to error correction. That's why there are students who prefer to stay quiet to avoid committing mistakes and being corrected.

- Recast and explicit correction

Payne (2012), in his article, "Castaway?" points out two correction techniques that teachers can use while interacting with the students or during a communicative activity. He refers to *recast* and *explicit correction*. Recast is an indirect and gentle way of giving learners feedback on their mistakes. It is similar to the way people in real life conversations react to one another's errors. Using this technique teacher would reformulate the sentences or utterances that a learner has previously said incorrectly into the correct version. Explicit correction, on the other hand, as the name suggests, is a correction technique in which the teacher explicitly corrects the learner's mistake, by pointing out where and how the learner is wrong and sometimes uses a short drill, asking the learner or the whole class to repeat the correct version of the sentence or utterance.

Payne (2012) suggests that the teacher's choice on whether to use a recast or explicit correction technique should depend on the goal of their lesson or class activity. For example, in a speaking lesson or activity if the goal is developing fluency, using recast would be the best technique since it does not disrupt the flow of communication, and it is at the same time a way of exposing students to the language above their current level. Both Scrivener (2005:50) and Payne defend that in a communicative activity teacher should avoid classroom management that would interfere with the flow of communication. The teacher must keep in mind that in developing fluency meaning is more important than form, and when learners are communicating, their priority is getting their meaning across. On the other hand, if the teacher's goal is to develop

accuracy, using the explicit correction technique would probably be better than recast, because the teacher might want the learners to immediately notice where and how they made the mistakes.

I believe that in my teaching context recast is more likely to work better with older and more proficient learners (from 10th to 12th grade) and explicit correction with any level of students as long as it is necessary to use it. Recast might not immediately work very well with young Cape Verdean learners of English, especially with 7th and 8th grade because they might not be able to notice a recast most of the time. That is, the teacher might repeat the utterances they have said wrongly into the correct version and they might not even notice that the teacher is correcting them. However, if the teacher repeatedly practices this technique with them, they will get used to it and it will work with these learners as well.

Regarding the more proficient and older learners who have more knowledge of the language, recast would work very well. These learners sometimes know how to say something in English but because they are under pressure, they make mistakes. Thus, as soon as the teacher uses the recast technique to correct them, they will notice their mistakes and recognize that the teacher is correcting them because they already have the knowledge of the correct version of the language.

1.3. Factors to be considered when developing the speaking skill

Success in learning a foreign language depends on many factors. Good learning does not depend only on good teaching techniques used by the teacher to administer the lesson itself or on the teaching resources in the school or classroom. Rather, there are many factors that influence greatly the students' learning and which deserve special attention in order to improve the learners' performance.

In developing the speaking skill in the EFL classrooms, particularly, Hue (2010) points out three essential factors that he considers determine to a large extent the students' willingness to speak English in the classroom. These factors are students' attitude/motivation toward language learning, the level of task difficulty and the language learning environment.

a) Students' attitude/motivation toward language learning

Tsiplakides & Keramida (2010) as cited by Hue (2010:1-2) believe that one of the main factors which affect students' oral participation in the classroom is the students' motivation and attitude toward language learning. They agree that students who have a

positive attitude toward language learning and are motivated to learn are not likely to suffer from language anxiety, and so are more likely to participate actively in the class. Taking this point into consideration, Tsiplakides & Keramida suggest language teachers work on students' attitude toward language learning in order to help them hold a positive view and feelings about language learning. To do so, they recommend the teachers do the following:

- Change students' negative beliefs toward mistakes

Teachers must be tolerant to students' mistakes by viewing them as part of language learning development, as gradually students will change their perceptions about language use. They should clearly discuss with the students the importance of speaking English in the classroom and tell them beforehand about the aim of the activities. They should let the students be free to speak even if the language used is not accurate or fluent, that is, as long as the student is getting the message across. And if possible reward them whenever they successfully convey a message.

In my EFL context, for example, most students have a negative attitude toward making mistakes, which is one of the reasons that makes them prefer being silent most of the time instead of speaking during the lesson. I have noticed that sometimes they write down words, phrases and sentences in their notebooks and ask the teacher to check it before they say them aloud to the class. One procedure that I would recommend Cape Verdean English teachers to use concerning this aspect is to talk with the students, if necessary in Portuguese or Crioulu, and explain to them the importance of speaking English even if they make mistakes. As teacher should explain to the students that making a mistake is not such a bad thing they think and advise them not to laugh at their peers when they make mistakes, arguing that mistakes make part of their learning process.

- Increasing students' self-confidence

Oxford as cited by Hue (2010), points out that the central focus here is on students' perception of their linguistic self-competence. Students must be helped to achieve a sense of success, be motivated and perceive themselves as competent language users. This self-perceived competence can be raised through easy classroom tasks. Teachers should first give them easy tasks with a clear goal, and gradually increase the level of task difficulty as the students' linguistic competence and confidence develops.

This is highly significant. Students' self-confidence is a key factor in their progress. If they do not feel confident, they will feel unmotivated and consequently much less

likely to give their contribution to the class. I agree with Oxford when he says that one way to raise students' confidence is to start with easy tasks and progressively increase the task level of difficulty. In speaking activities, for example, the teacher can start with easier controlled tasks and then little by little as the students language level develops, increase task difficulty by giving more complicated and free tasks to do. Otherwise, students will not succeed in the tasks, will feel a sense of failure and will lose their self-confidence.

b) The level of task difficulty

Nation (2007) as cited by Hue (2010) also agrees that the level of task difficulty determines the students' participation in the classroom. If the task is too difficult, students will not be able to perform it properly and consequently they will not speak or will resort to their own language to perform the task. Therefore, he advises teachers whenever possible to reduce the level of task difficulty so that students can effectively give their contribution, speaking in the target language. One way to reduce the level of task difficulty, suggested by Hue (2010:1) is bring the task within the students' experience.

He argues that when a task is brought within the students' experience it becomes authentic and students have the chance to share their background knowledge and experiences when doing it. However, it is also important to balance the level of the task difficulty with the students' communicative ability. If necessary, the teacher should pre-teach key items that they probably need to use during the task performance.

- Bringing tasks into the learners' experience

This is a way of making authentic language use in the classroom and raising learners' motivation and interest in learning the language. Instead of requiring students to do a task that has nothing to do with their reality, teachers can ask them to do a task that is real and familiar to them and which they are more probably willing to do. For example, asking 12th grade Cape Verdean students to discuss the emergence of universities in Cape Verde and the advantages for them would be more appropriate than asking them to discuss the emergence of University in Guinea Bissau or any other countries.

- Lower students' anxiety in the classroom

According to Young (1999) as cited by Hue (2010), teachers should be as much close to their students as possible and talk to them to find out their feelings and

language learning anxieties so that they can help the learners overcome their “fears” and be more relaxed during the lessons.

In my opinion although the teacher does not necessarily have to be the students’ best friend, he/she should be as close to his/her students as possible to find out about their problems, learning styles, personalities, opinions about their learning and so on. This does not mean that the teacher is not being professional. On the contrary, being professional is striving to improve the results of your work. Being close to your students and working out how to lower their anxieties in the language classroom is important because the less anxious the students are, the more likely they are to participate in the oral activities.

c) The language learning environment

The language learning environment is another important factor that influences the development of the speaking skill in the language classroom. Therefore, building a supportive learning environment is important in helping students to be engaged in the classroom communicative tasks. Hue (2010) agrees that once students feel a sense of support from their teacher and peers, they will be more willing to speak in the class. He recommends the following supportive techniques to be used while developing speaking as a way of creating a supportive learning environment:

- Encourage peer support

Tsui (1996) as cited by Hue (2003) agrees that students should be given the opportunity to check the answers with their peers before presenting them to the whole class. He recommends the same technique for speaking based tasks in which students are allowed to discuss with their peers before they talk to the whole class. He assures that this will encourage students to be more confident when speaking since they get the opportunity to share their ideas and to do peer-correction before exposing themselves to the whole class.

Encouraging peer support in the classroom is good practice because learners can learn a lot from each other and will be more confident to participate once they know that what they are going to say was previously shared, checked and approved by their peers.

Tolerance to L1 use when appropriate: the use of the students’ L1 in the foreign language classroom is a controversial issue. There are researchers and teaching methodologies that approve its limited and judicious use while others totally disapprove of its use either by the teacher or learners. Brown (1973) as cited by Richard and Rodgers (1998), for example, agrees that there are moments of the lesson, such as in

explaining abstract foreign words to the students, that a translation into the students' mother tongue would be the most efficient technique.

Concerning speaking lessons, Hue (2003) also recognizes the importance of a limited use of the students' L1 in assisting them during the communicative tasks, especially at lower levels, where learners are not able to convey their thoughts exclusively in English. He suggests teachers be tolerant and have a positive view toward some L1 use in some cases so that students do not feel humiliated when they resort to their first language. However, when the students' L1 is not helpful, the teacher should strategically, by commenting or asking questions in English, lead the students back to using English.

I agree that the teacher should make as much effort as possible to conduct the lesson in the target language as well to encourage the learners to speak in the target language. However, it must be recognized that the students' first language is part of their identity and that it is something that they naturally resort to when they land at a dead end. This is not an excuse for a wide use of the students' L1 but teachers must keep this in mind in order to avoid being intolerant when they do so.

- Making the classroom environment a non-threatening place

Oxford as cited by Hue (2010), states that the classroom should be a place where students do not face "painful" experiences. Rather it should be somewhere where students feel safe and as little anxious as possible; where they are not scared of making mistakes. Situations such as overcorrecting the students immediately after they make a mistake, humiliating them when they make mistakes, calling on them without allowing them time to prepare the answers or calling on a student simply because he or she is quiet or not concentrating should be avoided. He claims that if teachers insist on these strategies, besides not getting students to speak, they will cause harmful consequences for students' feelings, beliefs and attitude toward language learning.

Making the classroom a safe space is fundamental not only in language learning contexts but also in other learning contexts. In Cape Verde, for example, especially in the past, there was a significant number of early school leavers because these learners experienced an unsafe classroom environment. They received corporal punishment for making mistakes or for performing tasks badly, were divided into good and bad "donkey" students, were called bad names and humiliated in front of their colleagues. These were situations that happened especially in primary schools.

Concerning the language classroom, especially in speaking activities, students need to experience a safe environment because they are predisposed to feel anxious once they are performing in a foreign language. Teacher must support and whenever possible provide them with positive feedback when they deserve it.

Chapter 2: The speaking skill in the 12th grade Cape Verdean EFL context

2.1. School context

The development of the speaking skill, particularly in the 12th grade Cape Verdean English classrooms has always been recognized as an important issue by the Ministry of Education and also among the English teachers. However, due to our country's constraints and the difficulties that our schools present, teachers reveal a certain resistance to developing speaking in their classrooms. The majority of the secondary schools in Cape Verde have large class sizes (about 40 students) which makes it difficult to set up group work; there is lack of audio-visual equipment and materials; electricity problems, which also makes it almost impossible for the teachers to use authentic listening activities or engaging students in watching relevant materials as input to speaking activities; the schools cannot afford photocopies for the students; and the students themselves complain about making photocopies arguing that they are poor and have no money to make photocopies. In sum, the more usual ways teachers use to teach speaking is their own interactions with the learners, asking them questions and occasionally asking them to research a topic to present to the class. This is good as far as it goes but at this level learners must be engaged in more active communicative tasks. Asking them to research a topic and present their findings to the class, for example, usually ends up being more a reading than a speaking activity.

2.2. Learners' profile

As was mentioned in the Introduction (p. 2) in Cape Verdean secondary schools there are two different groups of 12th grade students as far as the study of foreign languages is concerned. Foreign languages started to be taught in 7th year, which is the first year of the secondary school. And in this year students have two options, either to choose the English language or the French language as one of the school subject. However, in the 9th grade they study both English and French because both of the languages are compulsory in the 9th year curriculum. So, when they reach 12th grade, some of them are level 4 and some of them are level 6 taking into account the number of

years they have been studying English. That is, those who started in 7th year are level 6 and those who started in 9th year are level 4.

According to the data available the majority of Cape Verdean 7th year students choose English, which shows that they are highly motivated to study and learn this language. This fact might be related to the fact that English is the language they are more in contact with through music and films compared to French that they rarely listen to people speaking. However, what has been observed is that throughout the years, these learners' motivation to study English decreases. This lack of motivation might be related to the way the English language has been taught in the classrooms. Every year students have lots of grammar exercises and sometimes what they have in one year in terms of grammar is the repetition of what they had seen in the years before. And so, they fall into a routine, which decreases their motivation to learn. They also complain about the level of complexity the grammar items are presented, namely, *the passive voice*, *the second conditional*, *the third conditional* and *the reported speech*. That is, a grammar-based teaching approach focused on teaching rather than on learning. This makes them have a negative view toward the English language.

This shows that teachers must be innovators and challenge the routine, bringing into their classrooms attractive tasks and lively activities that raise learners' interest in learning. Probably the way we were taught the language in the past, mostly through recognition of language items with little or no space for language interaction and production, is not be the most appropriate way to teach our students today. As time changes, things also change and education must accompany the needs of today. In today's time, teaching the language for communication is required and the classroom should provide the students with what they need outside the classroom. In other words, students should be given the chance to practise the language and see the practical application of it outside the classroom, rather than being limited to only storing language knowledge that they will never get the chance to use.

2.3. The English teachers' profile

In Cape Verde, like elsewhere there are different types of teachers, and the English teachers, like teachers of any other subject, are different in terms of their views

on teaching and learning, their personalities (some are open to innovation and have critical thinking skills while some are not) and with different ways of teaching their lessons. Unfortunately, due to a lack of English teachers in Cape Verde, in the past few years the Ministry of Education has hired some teachers who were not trained to teach English. They were selected through tests and interviews. Some of them now have graduated in English language teaching but there are some who have not finished their courses yet. Normally those who have not completed their courses yet and those who are less experienced tend to be more passive and tend to limit themselves to following the syllabus and they avoid disagreeing with the coordinators because they fear losing their jobs.

In terms of teaching, very few teachers try out speaking activities in their classrooms while many of them are resistant to developing Speaking. Some of them probably do not know how to teach speaking due to lack of training and there are some who argue that their schools have poor conditions. They complain of lack of audio-visual materials, electricity problems, the class sizes, and some of them even argue that it is frustrating to teach speaking since the learners do not speak when they are required to.

2.4. The speaking skill within the 12th grade Cape Verdean English syllabus

2.4.1. Background to the syllabus

The 12th grade Cape Verdean English syllabus was designed for two groups of 12th grade students. For level 4 and for level 6 students. The syllabus is organized into three main parts: *Topics*, *Structures/Grammar* and *Functions*, which are supposed to be covered during the first, second and third terms of the academic year. Each term lasts about three months, there are 4 classes per week for level 4 students and 3 for level 6 students, and each class is 50 minutes long.

In each term are stated the topics, structures/grammar and functions that should be covered. The topics to be covered in both levels 4 and 6 are the same. The only difference is in the structures/grammar and consequently the functions. The level 6 grammar items are more advanced than the level 4 ones (see appendix A and B). The functions are basically the targets that learners are expected to achieve. It describes what learners are expected to do with the grammar items they are taught, that is, the application of the grammar into language production, which can be either spoken or

written language production. For example, for 12th grade, level 6, with *used to/get used to/be used to*, learners are expected to be able to talk about past and present habits. With reported speech they are expected to be able to report statements, commands and questions. This can be either written or spoken.

2.4.2. The role of the speaking skill within the 12th grade Cape Verdean English syllabus

Although the importance of developing the speaking Skill in EFL classrooms is widely recognized and supported today, speaking is, unfortunately, the language Skill that has been less emphasized by some syllabus designers and teachers in some EFL contexts. In the Cape Verdean context, particularly in the 12th grade English syllabus, the syllabus gives far more attention to the teaching of grammar, and teachers invest most of their time teaching vocabulary, doing reading texts and getting learners to write essays. The teaching and learning of speaking is so undervalued by the 12th grade Cape Verdean English syllabus that speaking is not even tested either by the local exams (*the class tests* and the *Prova Geral Interna*) or by the national exam (*the Prova Geral Nacional*).

The 12th grade syllabus presents a range of topics, which must be discussed in the class throughout the year. It is through these topics that possibly the teachers are expected to develop speaking skills in the classroom. However, the syllabus does not suggest any speaking activities and does not give the teachers any clue or ideas on how to deal with these topics. Teachers are not guided and supported in terms of materials either. They are just told to teach about social problems, human rights, emigration, environment, tourism and also some sub-topics of these topics. The syllabus does not specify clearly what skills or sub-skills must be covered with these topics. That is, it does not say if these topics are to develop writing, vocabulary, reading or speaking. The skill or sub-skills that will be developed in the classroom depends on what is decided in the coordination meeting in each school, on what resources are available and on each teacher, taking into consideration what he or she considers priorities for the learners.

2.4.3. The implementation of the 12th grade Cape Verdean English syllabus in secondary schools

Although it is not clearly stated in the 12th grade English syllabus that the speaking skill must be emphasized in the classrooms, and in spite of all the difficulties that many

secondary schools in Cape Verde face in terms of developing this language skill, especially lack of audiovisual materials, large class size and others, it is at this level that speaking is expected to take place more than in any other classroom levels because as stated earlier, at this level students are considered to have more knowledge of the language. Nevertheless, the syllabus is not implemented in the same way by every school and consequently students do not have equal opportunities to practise their speaking skills in the English classroom.

The 12th grade national syllabus is not implemented in the same way in every secondary school in Cape Verde for various reasons. There are public and private schools, there are schools that possess more resources than others both in terms of materials and human resources, and the class sizes differ from school to school. Another reason why the implementation of the 12th year syllabus might vary from school to school or even from teacher to teacher is that, as I stated in its description, different teachers might interpret it in different ways and in the light of their learners' needs and the resources they have at hand, they bring different approaches to the classroom.

I personally do not agree with this syllabus for the following reasons:

- i) It is a grammar-based syllabus. Even its “*objetivos mínimos*” give much more attention to grammar. It does not mention what new spoken skills learners are expected to acquire by the end of each term or teaching point. Learning grammar only does not ensure that learners are learning the language and that they will be able to use it to solve their communicative needs.
- ii) It is ambiguous. It requires different interpretation by the teacher because it does not specify the skills and sub-skills to be covered;
- iii) It advises teachers to feel free to discuss only what is relevant for their students' community. This is not good because when we are teaching, we are helping create citizens aware of what goes on around them and in other parts of the world. May be what they were trying to suggest is to make the language as authentic as possible, bringing it within the learners' experience. But, authentic use of the language does not mean using the language to talk only about what happens around the learners in their local communities. As long as students are taught to use the language to express things that they might need in real life rather than things they might never have the chance to express, it is authentic language use.

Chapter 3. Syllabus supplement for the existing 12th grade Cape Verdean English syllabus

3.1. Overview

The syllabus being developed is intended to supplement the existing 12th grade Cape Verdean English syllabus. Its focal point is the speaking skill and it aims to cover both spoken production and spoken interaction. It is based on the Common European Framework of Reference (CEFR).

The CEFR is a document developed by the Council of Europe in 2001, which provides a common basis/reference for the elaboration of syllabuses, curriculum guidelines, examinations, textbooks etc. across Europe. It is also used as a guideline in all European countries to illustrate foreign languages learners' achievements. "It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (Council of Europe, 2001:1).

The main objective of this syllabus supplement is to encourage and support teachers of English working with 12th grade students in Cape Verde to develop the speaking skill in their classrooms, enabling their learners to use the English language as a communicative tool to solve their needs, rather than merely memorizing vocabulary and learning the rules of the grammar. Students can, however, use the knowledge they acquire about the language to act out when necessary, transforming their passive knowledge into active knowledge. As Scrivener (2005:147) points out, there is no point in learning the rules of grammar and vocabulary of a language if learners are not able to use them to speak.

As stated in the introduction of this project work (see p.1) and in the literature review (see pp. 8-9), the 12th grade Cape Verdean English students are expected, by the end of the school year, to reach B1 level of the CEFR both in terms of spoken production and interaction. Taking this point into consideration, the syllabus supplement will display the description of B1 level in terms of spoken production and interaction, that is, what students at B1 Level are expected to be able to do with the language. The syllabus also attempts to support the teachers so that they can help their students toward achieving the desired level. Suggestions will rely especially on the following aspects:

- Speaking topics considered important and appropriate to the 12th grade Cape Verdean students' age and context
- Aims/goals to be achieved
- The sub-skills of speaking to be focused on
- Types of speaking activities to be developed
- Interaction patterns/classroom interaction
- Strategies/techniques

3.2. **Description of B1 level in terms of spoken production and interaction taken from the CEFR illustrative scale**

The full description is provided in appendix E

Since it is not possible to deal with all the targets described for B1 level in terms of spoken production and interaction in the 12th grade Cape Verdean English classrooms, a selection of these targets has been made. The selection criteria were basically the students' needs, age, level, interests and the authenticity of the target described by the CEFR in relation to the students' reality. For example, it might not be significant to work out the aims for *formal discussion and meetings* provided by the CEFR (p. 78), since it is something that, to some extent, is "unreal" for the learners. They would not see any practical application of language used in formal discussions and meetings taking into account their age and social status. The justifications for the selected targets are provided in italics.

3.2.1. Spoken production

a) Sustained Monologue: Describing Experience (p.59):

Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

Can give detailed accounts of experiences, describing feelings and reactions.

Can relate details of unpredictable occurrences, e.g. an accident.

Can relate the plot of a book or film and describe his/her reactions.

Can describe dreams, hopes and ambitions.

Can describe events, real or imagined.

Can narrate a story.

17-19 year-old students are full of dreams, hopes and expectations. So, it would be significant if they were given the opportunity to express and describe this, making real use of the language.

b) Addressing an Audience (p.60)

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Can take follow up questions, but may have to ask for repetition if the speech was rapid.

Since 12th grade students are pre-university students, they should be trained to acquire oral presentation skills and be able to answer follow-up questions that result from the presentation. These are issues they have to deal with throughout their academic life, so it is worthwhile for them to have training in this.

3.2.2. Spoken interaction

a) Conversation (p.76)

Can enter unprepared into conversations on familiar topics.

Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Taking into account that in real life situations we also use the language to communicate our feelings (happiness, sadness, surprise etc...), it would be meaningful if language teaching gave a space for this language facet in the classroom so that students can practise expressing their feelings and emotions, making the classroom more real. This would also be a chance for them to make the classroom more fun and enjoyable.

b) Informal discussion (with friends) (p.77)

Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.

Can express his/her thoughts about abstract or cultural topics such as music, films.

Can explain why something is a problem.

Can give brief comments on the views of others.

Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.

Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

Can give or seek personal views and opinions in discussing topics of interest.

Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).

Can express belief, opinion, agreement and disagreement politely.

Students at this level should be able to give their opinions, agree and disagree with their friend but also comment critically on the views of others as, explain their points of view, as well as provide solutions for the problems presenting alternatives. Informal discussion is good for developing fluency.

c) Goal-oriented co-operation (p.79)

Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.

Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

Can give brief comments on the views of others.

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

Can invite others to give their views on how to proceed.

Students at this age (17-19 years old) and level must be able to think critically and make decisions and choices based on critical thinking. Likewise, they should be able to support their opinions and justify or explain to the others why they decided to choose one thing rather than another. And again, taking into account that they are pre-university students, they are in a moment of their lives when they face dilemmas and so might have to ask for other people's opinions, compare and contrast alternatives in order to make the best choice.

d) Transactions to obtain goods and services (p. 80)

Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.

Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.

Can make a complaint.

Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.

The most immediate form of using the language is through speaking and the primary reason for using the language is to meet day-to-day needs. So, it is very useful for the learners to practise the language that they are very probably going to need to solve practical issues. For example, to find a job in a travel and tourism agency, airport shops, hotels, restaurants or even if they find themselves in a passenger or customer situation, they will certainly need this type of language in order to be able to communicate.

e) Interviewing and being interviewed (p.82)

Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.

Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.

Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.

As stated on page 3 for "Addressing Audience", the 12th grade students are pre-university students and so there are skills that they need to be trained in. Carrying out an interview or being interviewed is something they will certainly have to deal with in their future academic or professional lives. Interviews are also important to make the learners use the language spontaneously as happens in real life situations since there are unpredictable questions and answers that simply emerge during the course of the conversation.

3.3. Speaking topics to be developed in 12th grade Cape Verdean English classrooms

The speaking topics suggested in this syllabus were selected taking into consideration the following aspects:

- The students' age (17-19), and consequently their level of interest in talking about the topic (Are these topics relevant to the students or something students would really want to talk about?)

- Learners' experiences (Are the topics something they have already heard about in their mother tongue?)
- Social-cultural context in which the students live (Are these topics authentic, that is, related to the students' lives, society and culture?)

The justification for the choice of topics is given in italics.

First term

- Human Rights: racial prejudice and discrimination; Human Rights and gender - women's rights in Cape Verde (comparing women's rights in the past with women's rights today)

At this age and level, learners must be aware of human rights. And school, as an educational institution, has the responsibility to convey information about human rights and make the students familiar with them. In order to make their rights be respected and respect the rights of others, students must know, discuss and understand them.

- Career choice: jobs and occupations in Cape Verde - opportunities and challenges

In Cape Verde, after students have completed their secondary school (12th grade), they have two choices: either to continue their studies at university or to find a job. Sometimes even to support their university studies, many of them have to work since the majority of Cape Verdean parents cannot afford their children's higher education. So, this topic is an interesting topic to discuss with these learners because it is something that is closely related to their lives.

- Tourism in Cape Verde

Tourism is a good topic to be discussed in the 12th grade Cape Verdean English classrooms because tourism has been increasing in Cape Verde, bringing job opportunities to many people, especially to young people. The 12th grade students might find it significant to discuss, share ideas and learn more about tourism since within a short period of time many of them will be looking for jobs to support their university studies.

Second term

- The age of the Internet: email, Google, Skype & social networks: Facebook, Messenger

Taking into account that we are living in the Internet age, this topic would be an interesting one to discuss in the classroom. It is an authentic topic which students would certainly like because it is something that really interests them and something that is part of their daily lives.

- Past times vs. Modern times: Family (Marriage; Parents/children relationship; male and female roles in Cape Verde)

It is always important to learn about the past, to compare the past with the present times and understand how things have changed. This is an opportunity for the students to research and practise the language, and also to invite and involve their parents and grandparents in their education, by interviewing them to get informed and so bring this knowledge into the classroom.

- Educational facilities in Cape Verde: comparing Cape Verde with other countries, namely Portugal and Brazil, in terms of educational facilities (emphasis on Higher Education)

As pre-university students, the 12th grade students need to be aware of the educational facilities and opportunities that exist inside and outside their country so that they are able to compare them, make their choices and use them to develop their potential.

Third term

- Emigration: Reasons for emigrating; advantages and disadvantages of emigration

Emigration is an important topic to deal with in 12th grade Cape Verdean English classrooms because Cape Verde has historically been a country of emigration and so students should know about the history of their country in order to understand its reality.

- Emigration for studies:
 - The culture (norms, attitudes, habits, values) of the host countries (Portugal, Brazil, Australia, the United States of America, China, Cuba, Canary Islands and Morocco) vs. Cape Verdean culture

The 12th grade students, as pre-university students whose ambition normally is to leave Cape Verde to study abroad, need to know at least the minimum about the norms, values, habits of the countries that normally welcome Cape Verdean students to minimize the cultural shock.

- Students' lives abroad - dealing with cultural diversity / constructing an intercultural identity

Taking into account the increasing number of people leaving Cape Verde for other countries of the world, primarily to study and work, and the coming of foreign people from other cultures to Cape Verde, it is necessary to raise cultural awareness in our students and develop intercultural competence. Students have to be aware of cultural differences, and recognize and respect the differences. For this, school as an educational institution plays an important role in transmitting knowledge and transforming pupils into tolerant citizens, able to cope with diversity and to accept people who are "different" from them.

Chapter 4. Results & analysis of the teacher and student's questionnaires

As explained in the introduction of this work, the teachers working with the 12th grade students in Cape Verde, who have conducted the speaking lessons based on the proposed syllabus supplement, and their students, who have attended those lessons, responded to questionnaires, giving their opinions about the piloted items. That is, after teaching and attending the three speaking lessons based on the new syllabus, teachers and students reflected and gave their feedback on the lessons.

It must be said that this study intended to involve at least three different teachers and classes. However, since one of the teachers could not do this work at the desired time, only two of them and their respective classes could actually be involved in this research.

4.1. Result and analysis of the teacher's questionnaire

Of the 3 questionnaires distributed to 3 teachers of English working with 12th grade students in Cape Verde, only 2 were returned. The findings are discussed below and presented in detail in appendix H, in table 1 to 11. The teachers are referred to as *teacher 1* and *teacher 2*.

Both teachers taught the same topics, using the same strategies and classroom interactions as suggested by the syllabus. However, the number of lessons used to teach each topic is different. While teacher 1 used two lessons, teacher 2 used only one lesson for each topic, which he claims in his suggestions for the syllabus improvement was not enough to work on the topics as much as he would like to.

This shows that the time suggested by the syllabus should be reviewed. However, a syllabus is a flexible instrument that teachers can also adapt taking into consideration their needs, their students learning styles and also the class size. If a teacher has more students than another teacher, he might need more time to work. In these cases, the class sizes of both teachers are extremely large. Teacher 1 has 47 students and teacher 2 has 40 students. The class size might be the reason why the teacher 1 decided on using two classes time instead of 1 class to teach each of the lessons. With 47 students in the class and only 50 minutes it is difficult for a teacher to manage to get all the students to present their work, even though working in-group. Both teacher 1 and 2 achieved the aims proposed, using those activities and strategies suggested by the syllabus, although to different degrees. While the teacher 1 reached a high degree of aims' achievement, the teacher 2 obtained a high average degree of achievement.

Both of them agree that the topics suggested by the syllabus are appropriate to the students' level, age and reality, and that the strategies suggested by the syllabus are appropriate to their class sizes.

According to the teachers the students' overall performance during the lessons was good. However, teacher 1's students' performance was slightly better than teacher 2's students' performance. They point out that the most important reasons for such a good level of performance of their students are *the strategies suggested by the syllabus*, followed by *the adequacy of the contents to the students' reality* and *the activities suggested*.

The speaking lessons recently taught based on the new syllabus supplement were generally good according to the teachers, in terms of students' participation, students' interests, teacher-student interaction and student-student interaction. Comparing these recent speaking lessons with those previously taught by them, they agree that there are some differences between them (Table 9), pointing out that in the recent lessons students felt more motivated and confident to use English, they participated more and had more organized ideas. The classes were more lively and the interaction between them and their students and among the students themselves was much better.

The results presented in Tables 4 to 10 (see appendix H) are highly significant with regard to the efficiency of the syllabus being proposed. They revealed that according to the teachers the syllabus is useful for the following reasons.

- The aims proposed were achieved, which shows that the strategies and the activities suggested by the syllabus are worthwhile;
- The topics suggested are appropriate to the students' level, age and reality, and the strategies suggested are appropriate to their class sizes, which means that the topics were thoughtfully selected and the strategies carefully designed;
- The students' overall performance in the lessons was good, which also shows that the contents/topics were appropriate to the students' reality, needs and interest and that they liked the activities;
- The students' participation and interest in the speaking lessons proposed by the syllabus was fairly good;
- There were good teacher-student and student-student interactions during the lessons;
- The students were motivated and confident in using the language due to the strategy proposed by the syllabus.

Concerning the teachers' suggestions to improve the syllabus, both the proposal for the use of audiovisual materials and the time adjustment for the speaking activities are important. The use of audiovisual materials is very important, especially in teaching oral skills, listening and speaking. Using audiovisual materials, the teacher can use a film, a song, or even a documentary as input for a speaking activity. This is also important because students will be exposed to the language that will serve as a model

before they speak. Although in Cape Verde not all secondary schools have the financial ability to acquire audiovisual materials or are even able to use them because of electricity problems, this opinion will be taken into consideration and the syllabus will be adjusted in order to incorporate this important aspect.

Since the results of the teacher's questionnaire have shown that the time suggested by the syllabus was not enough to cover everything in each lesson, the syllabus will also review and adjust the time suggested for the activities so that future lessons based on it will be worked with less time pressure. However, it is already explained that the syllabus can be adapted according to the teacher and the class' practical needs.

4.2. Results and analysis of the student's questionnaire

Of the 87 questionnaires distributed to 2 classes of 12th grade students, 84 were returned. The findings are presented in the figures below and then analysed. The detailed results are presented in tables 1 to 8 in the appendix (K).

1. How interesting were the speaking lessons conducted by your teacher?

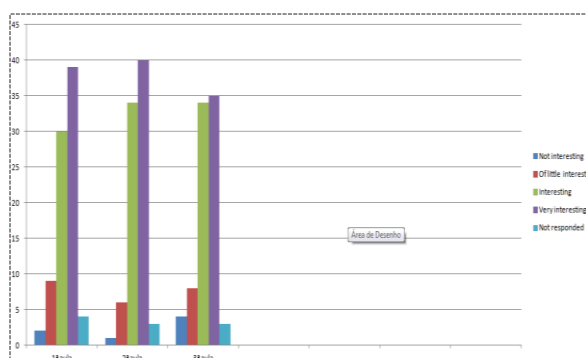
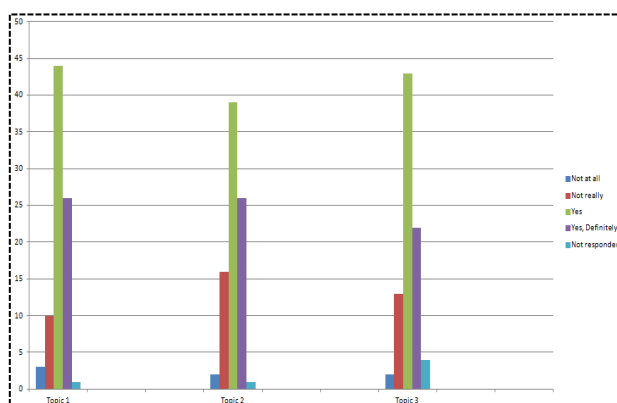


Fig. 3: Students' interest in the lessons

Figure 3 shows that the majority of the students who participated in this study, 35.71% and 46.43% respectively, found that the speaking lessons that they have recently attended were interesting or very interesting.

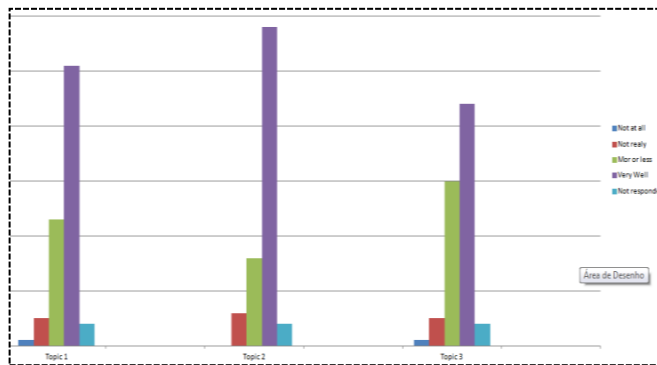
2. Were the topics discussed appropriate to your language level?



Both the teachers and the students found that the topics suggested by the syllabus are appropriate to the students' language level.

Fig. 4: Appropriateness of the topics to the students' language level

3. To what extent do the topics discussed fit your needs and interest?



The majority of the students agree that the topics discussed fit their needs and interests. 60.71%, 69.05% and 52.38% of the students respectively think that the topics 1, 2 and 3 fit their needs and interests very well.

Fig. 5: Fitness of the topics to the students 'needs and interests

4. Did you like the activities the teacher engaged you in?

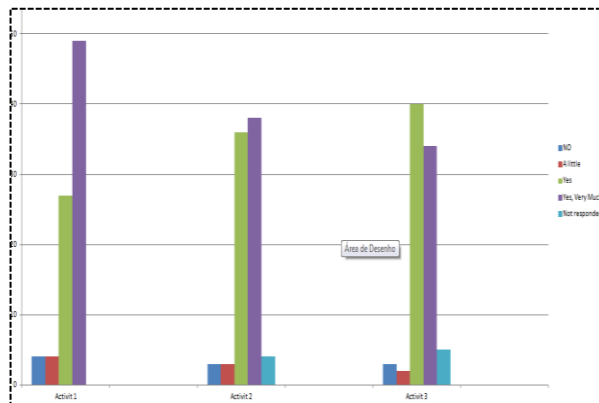
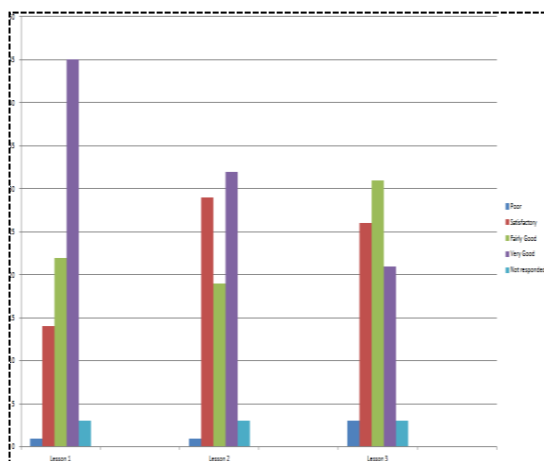


Figure 6 shows that the majority of the students (58.33%) and (45.24%) liked very much the activities 1 and 2, and 47.62% of the students liked the activity 3.

Fig. 6: Students' preference for the activities

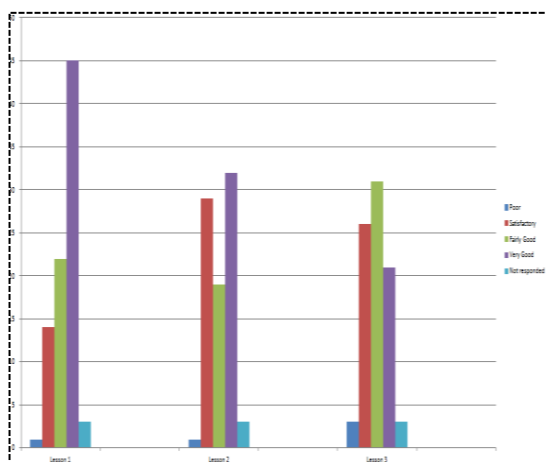
5. How was your performance in each speaking lesson?



When asked about their performance, the majority of the students responded that that they had good performances in all the three lessons. 26.19% and 53.57% of the students respectively think that they had fairly good and very good performances in lesson 1, 22.62% and 38.1% think that they had fairly good and very good performance in lesson 2 and 36.9% and 25% of them think that they had fairly good and very good performance in lesson 3.

Fig. 7: Students' performances in the lessons

6. What do you think is/ are the reason(s) for your level of performance? Choose the option in accordance with the lesson.



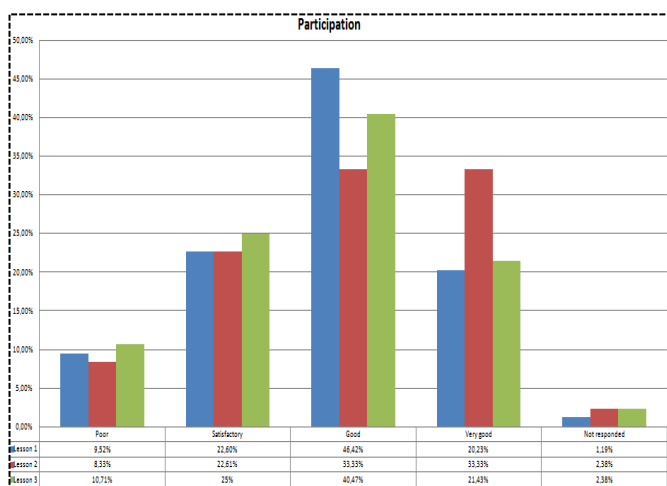
In lesson 1, the activity attractiveness, with 39.78% of the total responses, and teacher's strategies, with 38.71% are specified by the students as the main reasons for their good level of performance. In lesson 2 the same reasons are indicated but in different proportions, that is, 33.33% of the total responses are the activity attractiveness and 32.35% are the teacher's strategies. However, in lesson 3 the teacher's strategies (38.61%) and the interest in the topic (30.69%) are identified by the students as the main reasons for their good

level of performances.

Fig. 8: Reasons for students' level of performances in each lesson

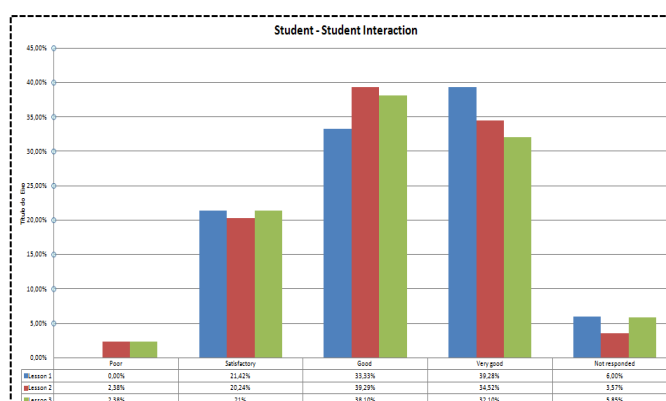
7. What was your overall perception of the speaking lessons in terms of participation, interaction with your peers and interaction with your teacher?

Both teachers and students agree that all the three lessons were good in terms of students' participation, student-student interaction and teacher-student interaction.



The students' perception of their participation in the lessons 1 and 2 are practically the same. Approximately 66% of the students think that their participation was good or very good in both lessons 1 and 2. However, their perception of participation in the lesson 3 is slightly lower. 40.48% of them think that they had a good participation and 21.43% believe that their participation was very good.

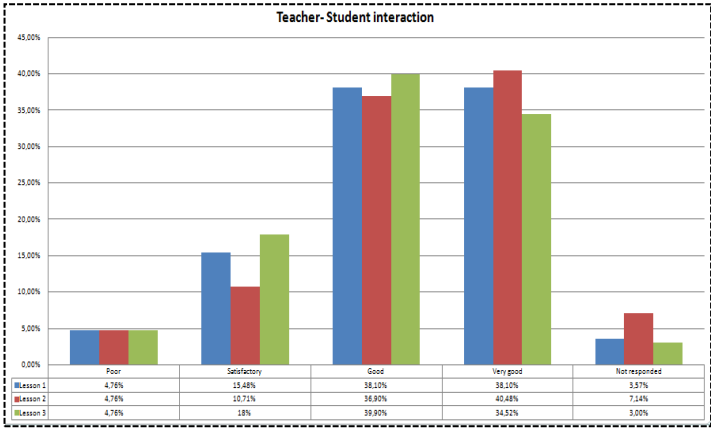
Fig. 9: Students' participation



Concerning student-student interaction in the three lessons, an average of 37% of the students think that their

interactions were good and an average of 35% of them think that their interactions were very good.

Fig. 10: Student-student interaction



In terms of interaction with their teachers, an average of 38% of the students believes that their interactions were good or very good in all the 3 lessons.

Fig. 11: Student-teacher interaction

8. Did you notice any difference between your previous speaking lessons and the ones recently taught by your teacher?

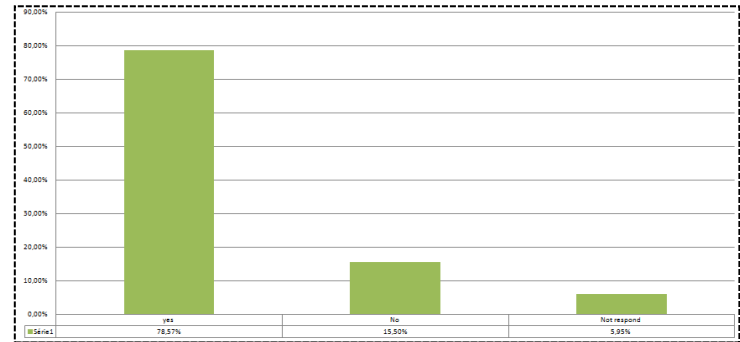


Figure 12 shows that the majority of the students affirm that there are differences between their previous speaking lessons and the ones recently taught by their teachers, that is, the ones proposed by the speaking syllabus.

Fig. 12: Difference between the previous and the recent speaking lessons

When asked to justify their *yes/ no answer*, concerning the differences between the previous speaking lessons and the ones recently taught by their teachers, some students, especially who answered “no”, did not justify their answers. The majority of them, as illustrated in figure 10 affirmed that there are some differences between the previous speaking lessons and the ones recently taught by their teachers. The following is the summary of the differences presented by them:

The recent lessons were more interesting and attractive than the previous ones. They were more lively and more noisy. We had more opportunity for spoken language practice than before. The activities were more attractive and there was more oral participation due to the strategies used by the teacher to get us to speak. We used more

English to communicate and we acquired more knowledge related to the topics discussed.

Some students who were chosen to make part of the jury members in the activity 2, lesson 2, found their roles very interesting, and they believe that this motivated them to speak. A great number of students liked to talk about the Internet as well. Some affirmed that they felt less shy and less embarrassed to speak since the group members supported them.

This is evidence that working in-group has its advantages. Students are supported by their peers, which gives them more confidence and motivation to speak.

There are few students who said that they liked the previous lessons more than the recent ones, arguing that the previous ones were calmer, there was less noise, better organization and better control of the teacher over the classroom.

These expressions indicate that these students' personalities and learning styles are different from the majority of their classmates. They prefer learning in a calm environment, where the teacher is in the command of the class. However, in speaking lessons teacher must relax their control over the class and give floor to the students to act. Sometimes students get excited with the activities and they make much more noise than in a grammar lesson, for example, which can be confused with discipline problems.

There is a student who affirmed that although the speaking lessons recently taught were more interesting than the previous ones, he/she did not feel that his/her performance in speaking improved.

Although this is a quite ambiguous case, since the student did not specify what his/her level of performance was before the recent speaking lessons, it is remarkable and needs some attention. If possibly this student's performance has been unsatisfactory, it means that he/she might not be motivated to learn the English language because of some reasons, and consequently needs some kind of motivation toward learning the English language. If this was the case, I would suggest him/her to talk with the teacher and expose the problem and may be together they can find a solution for the problem.

Recommendations and Conclusions

This research has gone some way towards answering the two research questions, “What changes should be made to the 12th grade Cape Verdean English syllabus so that the speaking skill can be better developed in the classroom?” and “How would these changes contribute to improving the teaching and learning of the speaking skill?” The creation of a syllabus supplement to the existing 12th grade Cape Verdean syllabus focused on the speaking skill that includes the following parts is crucial to a better development of the speaking skill in the 12th grade Cape Verdean English classrooms.

- Clear descriptions of the level students have to achieve by the end of the school year (CEFR B1 level);
- Learning targets/objectives for each term, that is, what students should be able to do in terms of speaking by the end of each term;
- The addition of new topics such as the Age of the internet, Educational facilities in Cape Verde, Past times vs. Modern times: Family (Marriage; Parents/children relationship; male and female roles in Cape Verde), Emigration for studies and Students’ lives abroad - dealing with cultural diversity / constructing an intercultural identity;
- The sub-skills of Speaking to be developed;
- Suggestions for speaking activities or tasks, types of classroom interaction and teaching strategies/ techniques and materials.

These changes will contribute to improving the teaching and learning of the speaking skill in 12th grade Cape Verdean English classrooms because the syllabus will serve as a guide to support teachers and it is a way of standardize the teaching of speaking in Cape Verde. Based on the pilot of the few items from this syllabus supplement, I can conclude that it contributes to improving the teaching and learning of the speaking skill in the 12th grade Cape Verdean English classroom.

Recommendations for teachers

This research is primarily addressed to the teachers of English working with the 12th grade students in Cape Verde because the teachers are the ones who are responsible for the implementation of the syllabus in their classrooms. It is very important for the teachers to know that speaking is a very important skill to be developed in their

classrooms and that it deserves as much attention as the other skills. They must be aware of the importance of speaking for their learners and talk with the learners about its importance. This syllabus supplement will support the teachers in designing and developing the speaking lessons. However, the use of the syllabus is not the only factor influencing the effectiveness of the lessons. Classrooms are complex and there are other factors involved in creating effective lessons. This research has been to isolate, as far as possible, to what extent the existence of a speaking syllabus can help in developing the speaking skill in the 12th grade Cape Verdean English classroom. However, teachers should remain aware and conscious of other factors that may influence positively or negatively the effectiveness of speaking lessons. The syllabus itself can also be readapted in the light of the needs of particular occasions.

Recommendations for further research

First, I recommend that future research focus on the assessment of the speaking skill in the 12th grade Cape Verdean English classrooms, suggesting assessment techniques, assessment criteria for speaking and self-assessment procedures and a checklist since this experimental syllabus does not include assessment because of time constraints as explained in the introduction of this project work.

The speaking skill, unlike the other language skills such as reading and writing, is not assessed in Cape Verdean secondary schools. This fact makes the speaking skill to be somehow perceived as less important than the other language skills. For example, students tend to not give too much attention to speaking because they know it is not assessed. Consequently, they do not make an effort to speak because they know that their overall assessment does not depend on it. Even teachers themselves do not normally emphasize in their classroom a language skill that they know they do not have to assess their learners on or that is not a compulsory part of the learners' overall assessment.

I also recommend further research to focus on developing and assessing the speaking skill in lower level Cape Verdean English classrooms because speaking is an important skill to be developed in any level. Students need to become accustomed to speaking from the very beginning of their contact with the foreign language so that when they reach higher levels they will already be used to it, and when they are assessed they make an effort to perform better.

General conclusions

The speaking skill, although recognized as an important language skill, has always been avoided in the Cape Verdean English classrooms. Teachers complain of large class sizes, lack of audiovisual materials, lack of electricity, students' reluctance to speaking among other reasons to avoid developing speaking in their classrooms.

It is my hope that this research will help encourage teachers of English, especially those working with the 12th grade students in Cape Verde, to develop speaking in their classrooms. I hope that it can serve as a tool to guide them, whether they have large or small class sizes, reluctant students or not, or if their schools have audiovisual resources or not. It is important for them to know that they can challenge the circumstances for the benefit of their students. We should not exclude from our teaching a language skill that we know is important for our students for any reason whatsoever.

I also hope that this research paper will lead to reflective discussions and decisions among 12th grade Cape Verdean teachers of English on its implementation in their classrooms and that it will help them to acknowledge the importance of the speaking skill in the 12th grade Cape Verdean English classrooms.

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Appendix A: 12th grade Cape Verdean English language syllabus- level 4

Encontro Nacional de Coordenadores de Inglês – 19 a 21 de Abril de 2006

PLANIFICAÇÃO DAS UNIDADES TEMÁTICAS

12th Grade - level 4

1 st Term		
Topics	Structures	Functions
<ul style="list-style-type: none">- Social Problems-Youth problems (Domestic problems, drugs, alcohol, smoking, violence, unemployment, street kids, famine, terrorism...)*-Human Rights<ul style="list-style-type: none">-Racial Prejudice-Discrimination-Child Labour ... <p>UDHR – 8th December</p>	<ul style="list-style-type: none">-Used to + Infinitive- Simple Past (Review)- Present Perfect Simple Continuous (for, since, just, ever, never, already, yet);- Past Perfect Simple Continuous-Quantifiers (some, any, a few, little, a little) - Compounds with some any; -Countable and Uncountable nouns	<ul style="list-style-type: none">-Talking about past habits-Talking about life experience; - Expressing unfinished past;-Expressing past actions that happened before another one in the past;-Talking about quantity

2nd Term

<ul style="list-style-type: none"> - Emigration (Immigration, Migration) <ul style="list-style-type: none"> • Cultural shock • Social Impact... - Environment <ul style="list-style-type: none"> • Pollution • Erosion • Recycling • Deforestation • Endangered species... 	<ul style="list-style-type: none"> - Linkers (although, though, even though, in spite of...); - infinitive of purpose; - Expressing purpose (to in order to, so that...); - to infinitive bare Infinitive - Gerund (after verbs and prepositions); - Passive voice (all tenses). 	<ul style="list-style-type: none"> - Linking sentences - Expressing contrast... - Expressing purpose - Using infinitive and gerund correctly after certain verbs; - Describing a process.
3rd Term		
<ul style="list-style-type: none"> - Tourism - Environment versus tourism - Types of tourism - Social Impact ... 	<ul style="list-style-type: none"> - Conditionals (0, 1st – review); - 2nd , 3rd ; - If, unless. - Reported speech - Reported commands, statements, questions - General Revision 	<ul style="list-style-type: none"> - Talking about imaginary conditions; - Giving advice - Reporting statements, commands and questions.
*Feel free to discuss only what is relevant for your students and their community.		

Appendix B: 12th grade Cape Verdean English language syllabus- level 6

Encontro Nacional de Coordenadores de Inglês – 19 a 21 de Abril de 2006

PLANIFICAÇÃO DAS UNIDADES TEMÁTICAS

12th Grade – level 6

1st Term		
Topics	Structures	Functions
-Social Problems -Youth Problems ** Domestic Problems, drugs, alcohol, smoking, violence, unemployment, street Kids, famine, terrorism. -Human Rights * Racial Prejudice * Discrimination * Child Labour ...	-Used to To get used to Be used to -Adjectives (Degrees of comparison). Review -Double Comparative (Bigger and bigger...) -ing ed adjectives - Expressing purpose (to, in order to, so that) - Too infinitive Bare Infinitive -Gerund	- Talking about past and present habits -Comparing things, people, places... - Talking about one's emotions and feeling - Expressing purpose -Infinitive after certain verbs -Gerund after certain verbs and prepositions
** Feel free to discuss only what is relevant for your students and their community.		

2nd Term		
<ul style="list-style-type: none"> - Emigration (Immigration , Migration) *Cultural Shock * Social Impact - Environment * Pollution, Erosion * Deforestation * Endangered spicies * Recicling 	<ul style="list-style-type: none"> -Word formation (prefixes, suffixes) -Idiomatic Passive - Perfect Modals 	<ul style="list-style-type: none"> -Building up new words using prefixes and suffixes. - Focusing the indirect object - Expressing certainty doubt, possibility
3rd Term		
<ul style="list-style-type: none"> - Tourism * Environment versus tourism * Types of tourism * Social Impact 	<ul style="list-style-type: none"> - Phrasal verbs - Prepositional verbs -Reported Speech (statements, commands questions) -General Review 	<ul style="list-style-type: none"> -Using phrasal verbs and prepositional verbs. -Reporting statements, commands and questions.

Appendix C: Minimum targets for 11th grade – level 3/ 12th grade – level 4

Encontro Nacional de Coordenadores de Inglês – 19 a 21 de Abril de 2006

Objectivos Mínimos do 3º Ciclo Níveis 3 e 4

Structures	Aims
Verb tenses Present Simple/Continuous, Past Simple/Continuous Present Perfect Simple/Continuous, Future	To enable Students to talk about routines, on going actions, past events, life experience and future plans.
Comparison of adjectives	To improve Students' capacity to compare situations people and things
Prepositions of times, place, movement.	To provide Students with basic knowledge to locate objects express movement and give directions.
Linkers	To improve Students' capacity to produce and join ideas.

Conditionals (0, 1 st , 2 nd)	To enable Students to express real, unreal conditions.
Reported speech	To help Students report simple statements and commands
Oral Topics -English as an international language -Career choice -Social Problems -Emigration -Human Rights -Environment	

Appendix D: Minimum targets for 11th grade – level 5/ 12th grade – level 6

Objetivos Mínimos 3º Ciclo Níveis 5/6 3rd Cycle – Levels 5/6

Structures	Functions
-Verb Tenses	- Expressing present and past Habits, actions in progress, life experience, future plans making prediction
-Comparative and superlative of adjectives -Comparative of adverbs	-Making comparison
- Linkers	- Expressing contrast, reason, addition, consequences...
- Passive Voice -Idiomatic Passive	-Describing a process
-Conditional sentences, If, unless	- Talking about real and imaginary situations
-Wish	- Expressing wishes and regrets
-Reported	-Reporting statements, questions and commands
- Modals Perfect Modals	- Expressing offers, requests, suggestions, invitations – Expressing certainty, doubts, possibility
- Phrasal verbs Prepositional verbs	-Using Phrasal verbs and Prepositional verbs
-Gerund Infinitive with Without “to”	-Being aware of when to use gerund, Bare Infinitive and to Infinitive

Appendix E: Description of B1 level in terms of spoken production and interaction taken from the CEFR illustrative scale

Spoken production

Illustrative scales are provided for:

- Overall spoken production
- Sustained monologue: describing experience;
- Sustained monologue: putting a case (e.g. in debate); •
- Public announcements
- Addressing audiences.

OVERALL ORAL PRODUCTION (p.58)

Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

SUSTAINED MONOLOGUE: Describing experience (p.59)

Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.

SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate) (p.59)

Can develop an argument well enough to be followed without difficulty most of the time.

Can briefly give reasons and explanations for opinions, plans and actions.

PUBLIC ANNOUNCEMENTS (p.60)

Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field, which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

ADDRESSING AUDIENCES (p.60)

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.

Spoken interaction

Illustrative scales are provided for:

- Overall spoken interaction
- Understanding a native speaker interlocutor
- Conversation
- Informal discussion
- Formal discussion and meetings
- Goal-oriented co-operation
- Transactions to obtain goods and services
- Information exchange
- Interviewing and being interviewed

OVERALL SPOKEN INTERACTION

Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Situations.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR

Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.

CONVERSATION

Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

INFORMAL DISCUSSION (WITH FRIENDS)

Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.

Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.

Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).

Can express belief, opinion, agreement and disagreement politely.

FORMAL DISCUSSION AND MEETINGS

Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate. Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)

Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

Can invite others to give their views on how to proceed.

TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.

Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.

INFORMATION EXCHANGE

Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.

Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information.

INTERVIEWING AND BEING INTERVIEWED

Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.

Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.

Appendix F: Lessons piloted in the 12th grade Cape Verdean English classrooms

Lessons to be piloted in 12th grade classrooms

Cape Verde - Santiago Island

Lesson 1

Students' level: B1 (CEFR spoken production and interaction)

Conversation (CEFR, p.76)

- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Goal-oriented co-operation (CEFR, p.79)

- Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.
- Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
- Can give brief comments on the views of others.
- Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.
- Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
- Can invite others to give their views on how to proceed.

Topic: Human Rights

Total class time: 50 min

Learning targets/objectives - By the end of the class, students should be able to:

- Interpret and explain some of the articles on the Universal Declaration of Human Rights (UDHR), although with some degree of difficulty in trying to say exactly what they really want to say
- Express their opinions about human rights in Cape Verde
- Explain why certain fundamental rights are still problems in Cape Verde and propose solutions for the problems
- Agree and disagree with their partner's opinions about the application of some articles of the UDHR in Cape Verde

Sub-skills of speaking to be developed:

- Vocabulary

*Words and expressions related to human rights:

Everyone has the right (not) to, dignity, education, food, social security, justice, equality, love, peace, family, home, name, marriage, nationality, privacy, health, vote, medical care, freedom of thought, freedom of religion, Human Rights Declaration, article, Human rights' violation, fundamental right, world peace.

*Fixed phrases for expressing opinions, agreeing and disagreeing:

In my opinion, in my point of view, I believe that, I agree with/that, I disagree with, I don't agree with/that, I don't think so, I partially agree with/that...

*Fixed phrases for inviting others to give their views:

What do you think? Where do you stand? What do you mean by...? Do you think that...? Do you agree with/that...?

* Lexical items to introduce exemplification, emphasis and clarification:

For example, especially, particularly, including, in this case, it means that, it is important to...

*Linking words:

Because, but, or, and, therefore, that's why, otherwise ...

- Pronunciation

* Pronunciation of words and expressions related to human rights

* Intonation to distinguish asking questions/inviting others to give their views from agreement, belief, disbelief, surprise... e.g. difference between utterances such as: “Oh yes, I agree” “Do you agree?” “Really?” “Are you sure?”

Speaking activities or tasks: Brainstorming, Interpreting and General Discussion

Classroom interaction: Group Work

Procedure:

1 Pre-speaking activity/language input (10 min)

Bring to the class two or three pictures that illustrate human rights violations and show them to the students. Ask them to describe the pictures and then to guess what today class will be about. If they do not guess, write ‘Human Rights’ on the board.

Divide the class into 8 groups of 5 students (if 40 students) and give them about 5 minutes to brainstorm all the rights they think people should have and write a list. They can use a dictionary if necessary.

When they are finished, ask the groups to say out loud their ideas to the class. While they give them, make a list on one side of the board; elicit to give more ideas in order to encourage them to speak. Add some if necessary. If they mispronounce some words or say some expressions in Portuguese, help them with the pronunciation and some translations into English.

Ask students to tell you some expressions in English used for giving opinions, asking for opinions, agreeing and disagreeing. Make a list on the other side of the board and add some. Help them with the pronunciation of the expressions and voice intonation to distinguish affirming from asking questions, belief from disbelief, surprise from agreement and so on.

Keep everything on the board while students perform the task.

2 Content input (5 min)

Explain briefly to the students the history/origin of the Universal Declaration of Human Rights, what it means, what are its purposes and what it is composed of. While giving the explanation, highlight (write on the board below those words and expressions related to Human Rights) the following expressions: Human Rights Declaration, article,

Human rights' violation, fundamental right, world peace. After the explanation, get all the students to read out loud the expressions or to repeat them after you.

As preparation for the activity, read aloud Article 1 from the UDHR and ask students/volunteers to interpret and explain it.

3 Speaking activity: Reading and interpreting some articles from the UDHR and analyzing their applications in Cape Verde (10 min):

First, select the following 8 articles from the UDHR (5, 7, 12, 13, 18, 21, 23, 26). Then, give one article written on a piece of paper to each group (of 5 students) and tell them they have 10 minutes to do the following tasks:

Task 1 - Tell them to read the article, discuss it and say in their own words what the article means. Allow them to use a dictionary since there are some difficult words in the articles. Tell them to choose a group representative who is going to be responsible for writing down the ideas on a sheet of paper and will speak to the class when the group is called to speak. The other group members can also help their representative if necessary.

Task 2 - Tell them that when they finish discussing the meaning of the article, to share ideas among themselves within the group concerning the application of the article in Cape Verde. They do not have to reach an agreement or have the same opinion.

Walk around to monitor and help them in case they need it.

4 Sharing the ideas with the whole class (25 min)

Tell each group they have about 3 minutes to present the result of their work to the class. First, they present their interpretation of the article and then they agree/disagree with the application of the article in Cape Verde and justify their opinions.

Elicit, if necessary, so that everybody can participate. For example, you may address questions to individual students: "What do you think Maria? Does everyone have the right to education in Cape Verde?" "Do you agree with Maria, Pedro?" "Do you agree that racial prejudice does not exist in Cape Verde, Adilson? Why?"

5 Post-Speaking/ Homework

Assign students a work to do at home. They should individually propose solutions for to those human rights they think are still a problem in Cape Verde. The solutions will be discussed in the next class

Lesson 2

Students' level: B1 (CEFR spoken production and interaction)

Informal discussion with friends (CEFR, p.77)

- Can express his/her thoughts about abstract or cultural topics such as music, films.
- Can give brief comments on the views of others.
- Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
- Can give or seek personal views and opinions in discussing topics of interest.
- Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).
- Can express belief, opinion, agreement and disagreement politely.

Topic: The Age of the Internet

Total class time: 50 min

Learning targets/objectives – By the end of the class, students should be able to:

- Express their opinions about networks (importance, advantages/ disadvantages)
- Compare the various networks
- Explain why one network is better than another, arguing strongly to support their point of view
- Agreeing and disagreeing with their classmates on the importance of the networks
- Take decisions on which networks to use for certain purposes and explain their decision

Sub-skills of speaking to be developed:

- Grammar
 - *Comparative/ superlative:

Better than, more important than, less important than, not so important as, as good as, faster than, slower than, safer than, more credible than, more popular than, more recent than, not so credible as, the best, the best known, the most used, the most popular, the most important ...

- Vocabulary

*Words/expressions related to the internet:

- computer, internet, web, site, website, email, email address, information, message, user, public, online, offline, chatting, connected
- social network company, Google, Facebook, Hotmail, Messenger, Skype, Hi 5, YouTube, Wikipedia
- to download, search for, research, explore, watch, listen, reply, chat, surf the web, send an email, reply to an email, send a work, chat on Facebook, do a research work

* Adjectives:

Good, bad, important, fast, slow, popular, credible, safe, unsafe, known, modern, recent...

(Students are assumed to already know these adjectives)

*Fixed phrases for expressing opinions, agreeing and disagreeing:

In my opinion, in my point of view, I believe that, I agree with/that, I disagree with, I don't agree with/ that, I don't think so, I partially agree with/that...

(Students are assumed to already know these expressions)

- Pronunciation:

* Pronunciation of the words, expressions and phrases related to the internet

Speaking activity: Decision-making activity (Ranking activity)

Classroom interaction: Group Work

Procedure:

1 Pre-speaking activity/language input (15min)

1.1 Bring a cardboard to the class with the following words, expressions and phrases written on it:

- computer, internet, web, site, website, email, email address, information, message, user, public, online, offline, chatting, connected
- social network company, Google, Facebook, Hotmail, Messenger, Skype, Hi 5, YouTube, Wikipedia
- to download, search for, research, explore, watch, listen, reply, chat, surf the web, send an email, reply to an email, send a work, chat on Facebook, do a research work

Fix the cardboard on the board and ask students to read the words/expressions silently and then to say what they are related to. Write the correct answer 'The internet' on the board.

Ask individual students to read out loud the words/expressions. Help them with the pronunciation by asking them to repeat after you. Then get the whole class to practise pronunciation.

Ask students to tell you which words/expressions from the cardboard they do not know the meaning of.

Try as much as you can to explain the meanings in English. Write the meanings on the board. Use synonyms or definitions. For example, reply to an email = answer back; do a research = look for information; Chatting on Facebook = when you are Speaking with someone on Facebook ...

1.2 Write the following adjectives on the board and ask students first as the whole class and then individually to make their comparative and superlative forms. Ask them to do this orally: good, important, fast, slow, safe, credible, popular, recent, known and used.

2 Speaking activities: Decision-making activity (Ranking activity) and Class discussion

Write the networks (Google, Facebook, Hotmail, Messenger, Skype, Hi 5 and YouTube) on the board.

Divide the class into 5 groups of 8 students (if 40 students). Groups A, B, C, D and E. Tell Group E to sit in the front. Explain to them what their role is. They are going to be the jury members and their role is to vote which group is the winner. The winner will be the group who presents the best arguments. The jury members do not have necessarily to reach an agreement. They have to justify why a group is the winner rather than another.

2.1 Decision-making activity/Ranking activity (10 min)

Tell the other 4 groups (A, B, C and D) that they have 10 minutes to organize the networks according to their order of importance for them. Students within the group have to discuss and reach an agreement on which network will be on the top, in second place and so on, and justify their opinions. Tell them to compare the networks and to strongly argue to support their point of view. One student will be responsible to take notes of the arguments that the group will use to support their point of view.

While the 4 groups are discussing, tell Group E to discuss the criteria for judging the views.

2.2 Class discussion (25 min)

Tell each group, including the jury members, that they have 5 minutes to speak. Each of the 4 groups will present their decisions on the order of importance of the networks and justify their decisions. Help the students to speak as much as possible by asking them questions if necessary such as: Do you agree with group A? What is on your top list, group B? Do you have the same opinion? Is Google more important than Hotmail? Don't you trust Facebook? Why? Which is best for chatting to friends?

Ask the jury members, individually, to choose the winner and justify. Get the other members to speak by asking them if they share the same opinion as their partner and to justify.

Lesson 3

Students' Level: B1 (CEFR spoken production and interaction)

Addressing Audience (CEFR, p.60)

- Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
- Can take follow up questions, but may have to ask for repetition if the speech was rapid.

Topic: Higher Educational Facilities

Total class time: 50 min

Learning targets/objectives – By the end of the class, students should be able to:

- Make a clear presentation about the existing higher educational facilities in Cape Verde and in other countries of the world
- Explain specific points about the educational facilities with reasonable precision
- Compare the existing facilities in Cape Verde with the other countries that normally welcome Cape Verdean students (Portugal, Brazil, Australia, Cuba, Senegal and China)
- Answer specific questions about their presentations

Sub-skills of speaking to be developed:

- Vocabulary

* Words, expressions and phrases related to Educational Facilities:

education, school, university, faculty, library, study center, computer room, office, tutorial, tutor, social canteen, students' residence, free access to internet, research center, scholarship, laboratory ...

(Students are assumed to learn these words during their research)

* Adjectives:

huge, big, small, cheap, expensive, modern, well equipped ...

(Students are assumed to already know these adjectives)

- Grammar

*There + to be:

Example: *There are many computer room in Portuguese universities.*

Students are assumed to already know there+ to be

*Comparative and superlative:

Cheaper than, bigger than, the biggest, the cheapest, the best ...

Students are assumed to already know comparatives and superlatives

Speaking activity: Oral presentation

Classroom interaction: Group Work

Procedure:

Ask students, one week before the class, to organise themselves into 7 groups (5 groups of 6 and 2 groups of 5 if 40 students). And tell them to do some research on the higher educational facilities in different countries of the world.

Each group is going to choose one of the following countries: Cape Verde, Portugal, Brazil, Australia, Cuba, Senegal and China.

Tell them to use dictionaries and any other source to help them with the language they need and with the pronunciation.

Help students, in case they need, during their research. Give them some sites or links where they can find information about higher educational facilities in different countries of the world.

Guide them by giving topics. for example: universities, fees, residences, access to internet, library...

Tell them that the first group to present will be the one that chose Cape Verde

1 Pre-Speaking activity (3min)

Before the group work presentation, ask students about their findings. Ask them questions like: Did you like doing this work? Why? Why not? What were the challenges? Was it hard to find the information? Do you think you learned a lot? ...

Avoid explicit language correction so that you can encourage them to speak more fluently.

2 Speaking Activity:

2.1 Oral presentation (28 min)

Tell the groups that they have 4 minutes each to briefly present their work to the class. Tell them they have to be clear and precise. The first group to present is the one that chose Cape Verde.

2.2 Follow up questions (14min)

After each presentation, take 2 minutes to ask and allow the class to ask specific questions like: are there computer rooms in UNICV? Are there students' residences in Portugal? Compare Cape Verde with Portugal in terms of numbers of research centers. Compare China with Brazil in terms of numbers of universities ...

3 Post-Speaking activity (5min)

Homework

For homework ask students to write a short paragraph beginning: 'I would like to go and study in because ? Basically they give the place and the reasons.

This is an opportunity for them to use the vocabulary and help the students to remember it.

Appendix G: Teacher's questionnaires

FCSH-UNL

Teacher's questionnaire

January 2013

Adapting the 12th grade Cape Verdean English syllabus to develop the speaking skill

The purpose of this questionnaire is to obtain your feedback on the Speaking lessons you have taught based on the 12th grade syllabus supplement that was provided to you with the objective to emphasize the Speaking Skill in your classroom. Your reflections are extremely important for the conclusion of this project work. Therefore, I would like you to answer the following questions as honestly as possible. Thank you very much for your contribution.

1. Which topics did you teach in each of your speaking lessons?

Lesson 1 _____

Lesson 2 _____

Lesson 3 _____

2. Which speaking activity/activities and classroom interactions did you use for each topic?

Topic 1: Speaking activity _____

Topic 2: Speaking activity _____

Topic 3: Speaking activity _____

3. How many classes did you use to teach each speaking topic?

Topic 1: _____ classes

Topic 2: _____ classes

Topic 3: _____ classes

4. Did you achieve the aims, using the activities and strategies suggested by the syllabus?

Circle your answer: Yes No

- 4.1. If "Yes", classify the degree of the aims' achievement?

Low degree of achievement ☐ Low average degree of achievement ☐

High average degree of achievement ☐ High degree of achievement ☐

4.2. If “No”, identify the aims that were not achieved and say why they were not achieved?

5. Are the topics suggested by the syllabus appropriate to the students’ level and age?

Not at all ☐ not really ☐ yes ☐ yes, definitely ☐

6. Are the speaking topics suitable and useful to the students’ reality?

Not at all ☐ not really ☐ yes ☐ yes, definitely ☐

7. Are the strategies suggested by the syllabus appropriate to the class size?

Not at all ☐ not really ☐ yes ☐ yes, definitely ☐

8. How was the students’ overall performance in each speaking class?

Class 1 – poor	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	fairly good	<input type="checkbox"/>	very good	<input type="checkbox"/>
Class 2 – poor	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	fairly good	<input type="checkbox"/>	very good	<input type="checkbox"/>
Class 3 - poor	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	fairly good	<input type="checkbox"/>	very good	<input type="checkbox"/>

8.1. What do you think might be the reason(s) for such level of performance? Choose the option in accordance with the class:

	Class 1	Class 2	Class 3
Level of content complexity			
Adequacy of the content to the students’ reality			
Strategies proposed			
Activity suggested			

Other _____

9. Did you notice any difference between your previous Speaking lessons and the ones suggested by the syllabus? ☐ Yes ☐ No

9.1. If there are some differences, please list them in the column below:

Previous speaking lessons	Speaking lessons suggested by the syllabus

10. What was your overall perception of the Speaking lessons in terms of:

Lesson 1		Poor	Satisfactory	Good	Very good
	Students' participation				
	Students' interest				
	Teacher-student interaction				
	Student-student interaction				
Lesson 2		Poor	Satisfactory	Good	Very good
	Students' participation				
	Students' interest				
	Teacher-student interaction				
	Student-student interaction				
Lesson 3		Poor	Satisfactory	Good	Very good
	Students' participation				
	Students' interest				
	Teacher-student interaction				
	Student-student interaction				

11. What improvements would you suggest for this syllabus?

Appendix H: Result of the teacher's questionnaire

Of the 3 questionnaires distributed to 3 teachers of English working with 12th grade students in Cape Verde, only 2 were returned. The findings are presented in the details in the tables below. The teachers are identified as *teacher 1* and *teacher 2*. Where they gave the same responses, only one line is used.

Table1. Which topics did you teach in each of your speaking lessons?

	Lesson 1	Lesson 2	Lesson 3
Teacher 1 and teacher 2	Human Rights	The Age of the Internet	Higher Educational Facilities

Table 2. Which speaking activity/activities and classroom interactions did you use for each topic?

	Topic 1	Topic 2	Topic 3
Teacher 1 and teacher 2	Brainstorming, Interpreting and General Discussion Group Work	Decision-making activity/ Ranking activity Group work	Oral presentation Group work

Table 3. How many classes did you use to teach each speaking topic?

	Topic 1	Topic 2	Topic 3
Teacher 1	2 classes	2 classes	2 classes
Teacher 2	1 class	1 class	1 class

Table 4. Did you achieve the aims, using the activities and strategies suggested by the syllabus?

Teacher 1 and teacher 2	Yes
-------------------------	-----

Table 4.1. If “yes”, classify the degree of the aims’ achievement?

Teacher 1	High degree of achievement
Teacher 2	High average degree of achievement

Table 4.2. If “no”, identify the aims that were not achieved and say why they were not achieved?

Teacher 1 and teacher 2	No responses
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Table 5. Are the topics suggested by the syllabus appropriate to the students’ level and age?

Teacher 1	Yes, definitely
Teacher 2	Yes

Table 6. Are the speaking topics suitable and useful to the students’ reality?

Teacher 1 and teacher 2	Yes, definitely
-------------------------------	-----------------

Table 7. Are the strategies suggested by the syllabus appropriate to the class size?

Teacher 1	Yes
Teacher 2	Yes, definitely

Table 8. How was the students’ overall performance in each speaking class?

	Class 1	Class 2	Class 3
Teacher 1	Very good	Very good	Very good
Teacher 2	Very good	Fairly good	Fairly good

Table 8.1. What do you think might be the reason(s) for such level of performance?
Choose the option in accordance with the class:

	Class 1	Class 2	Class 3
Teacher 1	<ul style="list-style-type: none"> - Adequacy of the contents to the students' reality - Strategies proposed - Activity suggested 	<ul style="list-style-type: none"> -Adequacy of the contents to the students' reality - Strategies proposed - Activity suggested 	<ul style="list-style-type: none"> -Adequacy of the contents to the students' reality - Strategies proposed - Activity suggested
Teacher 2	<ul style="list-style-type: none"> - Adequacy of the contents to the students' reality 	<ul style="list-style-type: none"> - Strategies proposed 	<ul style="list-style-type: none"> - Strategies proposed

Table 9. Did you notice any difference between your previous speaking lessons and the ones suggested by the syllabus?

Teacher 1 and teacher 2	Yes
-------------------------	-----

Table 9.1.If there are some differences; please list them in the column below:

	Previous Speaking lessons	Speaking lessons suggested by the syllabus
Teacher 1		Stronger students' interest in the lessons Better classroom interactions between students and between teacher/students More space for students' participation Greater effort by the students to use English
Teacher 2		<ul style="list-style-type: none"> - More alive lesson - More motivation and confidence to use English - More participation by the students - More organized ideas and opinions

Table 10. What was your overall perception of the speaking lessons in terms of:

		Lesson 1	Lesson 2	Lesson 3
Teacher 1	Students' participation Students' interest Teacher-student interaction Student-student interaction	-Very Good - Good - Good - Very good	- Very good - Very good - Very good - Good	-Good -Very good -Good - Very good
Teacher 2	Students' participation- Students' interest- Teacher-student interaction- Student-student interaction	-Very Good - Satisfactory -Good -Very good	- Very good - Very good - Good - Good	- Good - Very good - Good - Good

Table 11. What improvements would you suggest for this syllabus?

	Strong aspects	Needs improvement aspects
Teacher 1	<ul style="list-style-type: none"> -The syllabus was well done. -The classes were interesting due to the topics suggested. -The strategies suggested facilitated the interactions between students and between teacher/students. - Good adaption by suggesting materials, by including new topics that interest the students and by suggesting the sub-Skills of Speaking to be worked out. 	<ul style="list-style-type: none"> - The syllabus did not suggest the use of audio-visual materials. Suggestions on the use of audio-visual materials might have helped as well. For example, with the topic Human Rights, the teacher could have been suggested to bring to the classroom a short film about Human Rights violations, get students to watch it and then to say what the film talks about.
Teacher 2	<ul style="list-style-type: none"> The syllabus is good and thoughtful. Good choice of the topics Good suggestions of classroom interactions Good guide for the teacher by suggesting learning objectives 	<ul style="list-style-type: none"> - The time suggested for each activity is not enough to cover everything. I need more time to work on these topics more deeply. - Some students felt that they needed more time to complete the tasks

Appendix I: Student's questionnaire

Student's questionnaire

A Study on Adapting the 12th Grade Cape Verdean English Syllabus to Develop the Speaking Skill

The purpose of this questionnaire is to find out your feedback on the speaking lessons you were taught. This is not a test, so there are no right or wrong answers and it is confidential. You do not even have to write your name on it. Your reflections are extremely important for the conclusion of this project work. Therefore, I would very much appreciate your contribution in answering the following questions. Thank you very much for your contribution.

1. How interesting were the speaking lessons conducted by your teacher?

Lessons 1. not interesting ☐ of little interest ☐ interesting ☐ very interesting ☐

Lesson 2. not interesting ☐ of little interest ☐ interesting ☐ very interesting ☐

Lesson 3. Not interesting ☐ of little interest ☐ interesting ☐ very interesting ☐

2. Were the topics discussed appropriate to your language level?

Topic 1- not at all ☐ not really ☐ yes ☐ yes, definitely ☐

Topic 2- not at all ☐ not really ☐ yes ☐ yes, definitely ☐

Topic 3- not at all ☐ not really ☐ yes ☐ yes, definitely ☐

3. To what extent do the topics discussed fit your needs and interest?

Topic 1- not at all ☐ not really ☐ more or less ☐ very well ☐

Topic 2- not at all ☐ not really ☐ more or less ☐ very well ☐

Topic 3- not at all ☐ not really ☐ more or less ☐ very well ☐

4. Did you like the activities the teacher engaged you in?

Activity 1. no ☐ a little ☐ yes ☐ yes, very much ☐

Activity 2. no ☐ a little ☐ yes ☐ yes, very much ☐

Activity 3.no ☐ a little ☐ yes ☐ yes, very ☐
much

5. How was your performance in each Speaking lesson?

Lesson 1-poor ☐ satisfactory ☐ fairly good ☐ very good ☐

Lesson 2-poor ☐ satisfactory ☐ fairly good ☐ very good ☐

Lesson 3-poor ☐ satisfactory ☐ fairly good ☐ very good ☐

6. What do you think is/ are the reason(s) for your level of performance? Choose the option in accordance with the lesson:

Lesson 1- vocabulary required ☐ activity attractiveness ☐ teacher's strategies ☐
Interest in the topic ☐

Lesson 2-vocabulary required ☐ activity attractiveness ☐ teacher's strategies ☐
Interest in the topic ☐

Lesson 3- vocabulary required ☐ activity attractiveness ☐ teacher's strategies ☐
Interest in the topic ☐

7. What was your overall perception of the Speaking lessons in terms of:

Lesson 1		Poor	Satisfactory	Good	Very good
	Participation				
	Interaction with your peers				
	Interaction with your teacher				
Lesson 2		Poor	Satisfactory	Good	Very good
	Participation				
	Interaction with your peers				
	Interaction with your teacher				
Lesson 3		Poor	Satisfactory	Good	Very good
	Participation				
	Interaction with your peers				
	Interaction with your teacher				

8. Did you notice any difference between your previous speaking lessons and the ones recently taught by your teacher? Circle your answer: Yes No

8.1. Justify your answer and add any comments.

8.2. If there were some differences, please list them in the column below:

Previous speaking lessons	Recent speaking lessons

Appendix J: Questionário do Aluno

Questionário do Aluno

O objectivo deste questionário é saber a sua opinião acerca das aulas de “Speaking” recentemente administrada pelo seu professor/sua professora. Não é um teste, razão pela qual nenhuma das respostas é considerada certa ou errada. É confidencial, e não é necessário a sua identificação. As suas respostas serão de extrema importância para a conclusão deste projeto. Por isso, apreciaria muito a sua contribuição em responder as seguintes perguntas.

1. Até que ponto considera interessantes as aulas dadas pelo(a) seu/sua professor (a)?

1ª aula: não interessante	<input type="checkbox"/>	pouco interessante	<input type="checkbox"/>	interessante	<input type="checkbox"/>	muito interessante	<input type="checkbox"/>
2ª aula: não interessante	<input type="checkbox"/>	pouco interessante	<input type="checkbox"/>	interessante	<input type="checkbox"/>	muito interessante	<input type="checkbox"/>
3ª aula: não interessante	<input type="checkbox"/>	pouco interessante	<input type="checkbox"/>	interessante	<input type="checkbox"/>	muito interessante	<input type="checkbox"/>

2. Os tópicos abordados adequam ao seu nível de língua?

Tópico1: não adequado	<input type="checkbox"/>	pouco adequado	<input type="checkbox"/>	adequado	<input type="checkbox"/>
Tópico2: não adequado	<input type="checkbox"/>	pouco adequado	<input type="checkbox"/>	adequado	<input type="checkbox"/>
Tópico3: não adequado	<input type="checkbox"/>	pouco adequado	<input type="checkbox"/>	adequado	<input type="checkbox"/>

3. Os tópicos abordados vão de encontro às suas necessidades e interesses de aprendizagem?

Tópico 1: não vão realmente	<input type="checkbox"/>	mais ou menos	<input type="checkbox"/>	exatamente	<input type="checkbox"/>
Tópico 2: não vão realmente	<input type="checkbox"/>	mais ou menos	<input type="checkbox"/>	exatamente	<input type="checkbox"/>
Tópico 3: não vão realmente	<input type="checkbox"/>	mais ou menos	<input type="checkbox"/>	exatamente	<input type="checkbox"/>

4. Gostou das atividades desenvolvidas pelo (a) professor (a)?

Atividade 1. Não	<input type="checkbox"/>	um pouco	<input type="checkbox"/>	sim	<input type="checkbox"/>	sim, muito	<input type="checkbox"/>
Atividade 2. Não	<input type="checkbox"/>	um pouco	<input type="checkbox"/>	sim	<input type="checkbox"/>	sim, muito	<input type="checkbox"/>
Atividade 3. Não	<input type="checkbox"/>	um pouco	<input type="checkbox"/>	sim	<input type="checkbox"/>	sim, muito	<input type="checkbox"/>

5. Como classifica o seu desempenho em cada uma das aulas?

Aula 1- fraco	<input type="checkbox"/>	satisfatório	<input type="checkbox"/>	bom	<input type="checkbox"/>	muito bom	<input type="checkbox"/>
Aula 2- fraco	<input type="checkbox"/>	satisfatório	<input type="checkbox"/>	bom	<input type="checkbox"/>	muito bom	<input type="checkbox"/>
Aula 3- fraco	<input type="checkbox"/>	satisfatório	<input type="checkbox"/>	bom	<input type="checkbox"/>	muito bom	<input type="checkbox"/>

6. Quais são as razões que influenciaram o seu nível de desempenho em cada uma das aulas?

Aula1: vocabulário exigido ☐ atratividade das atividades ☐ estratégias do professor ☐

O teu interesse no tópico ☐

Aula2: vocabulário exigido ☐ atratividade das actividades ☐ estratégias do professor ☐

O teu interesse no tópico ☐

Aula3: vocabulário exigido ☐ atratividade das atividades ☐ estratégias do professor ☐

O teu interesse no tópico ☐

7. Qual é a sua perceção geral acerca das aulas em termos de:

		Fraco	Satisfatório	Bom	Muito Bom
Aula 1	Participação				
	Interação com os teus colegas				
	Interação com o professor				
Aula 2	Participação				
	Interação com os teus colegas				
	Interação com o professor				
Aula 3	Participação				
	Interação com os colegas				
	Interação com o professor				

8. Notou alguma diferença entre as aulas de “speaking” dadas anteriormente e as recentemente leccionadas pelo(a) seu/sua professor (a)? Sim Não

8.1. Justifique a sua resposta, acrescentando algum comentário caso queira.

8.2. Caso haja diferenças, apresente- as no quadro em baixo:

Aulas anteriores de “speaking”	Aulas recentes de “Speaking”

Obrigada pela sua colaboração!

Appendix K: Result of the student's questionnaire

Of the 87 questionnaires distributed to 2 classes of 12th students (47 in teacher's 1 class and 40 in teacher's 2 class), 84 were returned. The findings are presented in the tables below.

1. How interesting were the Speaking lessons conducted by your teacher?

	Not interesting	Of little interest	Interesting	Very interesting	Not responded
Lesson 1	2,38%	10,71%	35,71%	46,43%	4,76%
Lesson 2	1,19%	7,14%	40,48%	47,62%	3,57%
Lesson 3	4,76%	9,52%	40,48%	41,67%	3,57%

2. Were the topics discussed appropriate to your language level?

	Not at all	Not really	Yes	Definitely	Not responded
Topic 1	3,57%	11,9%	52,38%	30,95%	1,19%
Topic 2	2,38%	19,05%	46,43%	30,95%	1,19%
Topic 3	2,38%	15,48%	51,19%	26,19%	4,76%

3. To what extent do the topics discussed fit your needs and interest?

	Not at all	Not really	More or less	Very well	Not responded
Topic 1	1,19%	5,95%	27,38%	60,71%	4,76%
Topic 2	0%	7,14%	19,05%	69,05%	4,76%
Topic 3	1,19%	5,95%	35,71	52,38%	4,76%

4. Did you like the activities the teacher engaged you in?

	No	A little	Yes	Very much	Not responded
Activity 1	4,76	4,76	32,14%	58,33%	0%
Activity 2	3,57%	3,57%	42,86%	45,24%	4,76%
Activity 3	3,57%	2,38%	47,62%	40,48%	5,9%

5. How was your performance in each Speaking lesson?

	Poor	Satisfactory	Fairly good	Very good	Not responded
Lesson 1	1,19%	16,67%	26,19%	53,57%	2,38%
Lesson 2	1,19%	34,52%	22,62%	38,1%	3,57%
Lesson 3	3,57%	30,95%	36,9%	25%	3,57%

6. What do you think is/ are the reason(s) for your level of performance? Choose the option in accordance with the lesson:

	Vocabulary required	Activity attractiveness	Teacher's strategies	Interest in the topic	Total
Lesson 1	6,45%	39,78%	38,71%	15,05%	93 answers
Lesson 2	8,82%	33,33%	32,35%	25,49%	102 answers
Lesson 3	8,91%	21,78%	38,61%	30,69%	101 answers

7. What was your overall perception of the lessons in terms of:

		Poor	Satisfactory	Good	Very good	Not responded
Lesson 1	Participation	9,52%	22,62%	46,43%	20,24%	1,19
	Interaction with your peers	0%	21,43%	33,33%	39,29%	5,95
	Interaction with your teacher	4,76%	15,48%	38,1%	38,1%	3,57
Lesson 2		Poor	Satisfactory	Good	Very good	Not responded
	Participation	8,33%	22,62%	33,33%	33,33%	2,38
	Interaction with your peers	2,38%	20,24%	39,29%	34,52%	3,57
	Interaction with your	4,76%	10,71%	36,9%	40,48%	7,14

	teacher					
Lesson 3		Poor	Satisfactory	Good	Very good	Not responded
	Participation	10,71%	25%	40,48%	21,43%	2,38
	Interaction with your peers	2,38%	21,43%	38,1%	32,14%	5,95
	Interaction with your teacher	4,76%	17,86%	39,29%	34,52%	3,57

8. Did you notice any difference between your previous Speaking lessons and the ones recently taught by your teacher?

Yes	78,57%
No	15,48%
Not responded	5,95%

8.1. Justify your answer and add any comments.

8.2. If there were some differences, please list them in the column below:

Previous Speaking lessons	Recent Speaking lessons

Appendix L: Syllabus supplement to the existing 12th grade Cape Verdean English syllabus.

12th grade Cape Verdean English speaking syllabus

First term

Topic
Human Rights: Racial Prejudice & Discrimination
<p>B1 level descriptors</p> <p>Conversation (CEFR, p.76)</p> <ul style="list-style-type: none"> - Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. - Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. <p>Goal-oriented co-operation (CEFR, p.79)</p> <ul style="list-style-type: none"> - Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. - Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. - Can give brief comments on the views of others. - Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. - Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. - Can invite others to give their views on how to proceed.
<p>Learning targets/objectives</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Interpret and explain some of the articles on the Universal Declaration of Human Rights (UDHR), although with some degree of difficulty in trying to say exactly what they really want to say - Express their opinions about human rights in Cape Verde - Explain why certain fundamental rights are still problems in Cape Verde and propose solutions for the problems - Agree and disagree with their partner's opinions about the application of some articles of the UDHR in Cape Verde

Sub-skills of speaking

- Vocabulary

***Words and expressions related to human rights:**

Everyone has the right (not) to, dignity, education, food, social security, justice, equality, love, peace, family, home, name, marriage, nationality, privacy, health, vote, medical care, freedom of thought, freedom of religion, Human Rights Declaration, article, Human rights' violation, fundamental right, world peace.

***Fixed phrases for expressing opinions, agreeing and disagreeing:**

In my opinion, in my point of view, I believe that, I agree with/that, I disagree with, I don't agree with/that, I don't think so, I partially agree with/that...

***Fixed phrases for inviting others to give their views:**

What do you think? Where do you stand? What do you mean by...? Do you think that...? Do you agree with/that...?

*** Lexical items to introduce exemplification, emphasis and clarification:**

For example, especially, particularly, including, in this case, it means that, it is important to...

***Linking words:**

Because, but, or, and, therefore, that's why, otherwise ...

- Pronunciation

*** Pronunciation of words and expressions related to human rights**

*** Intonation to distinguish asking questions/inviting others to give their views from agreement, belief, disbelief, surprise... e.g. difference between utterances such as:**
"Oh yes, I agree" "Do you agree?" "Really?" "Are you sure?"

Classroom interaction

Group work

Strategies/ techniques

Pre-Speaking activity/Language input (10-15 min)

- The teacher brings to the class two or three pictures that illustrate human rights

violations and show them to the students. He/she asks them to describe the pictures and then to guess what the lesson will be about. If they do not guess, the teacher writes 'Human Rights' on the board. Or the teacher brings a short film/video about human rights violations and asks students to say what the film is about and to describe the scenes.

- The teacher divides the class into 8 groups of 5 students (if 40 students), and gives them about 5 minutes to brainstorm all the rights they think people should have and write a list. They can use a dictionary if necessary.

- When the groups are finished, teacher asks them to say out loud their ideas to the class. While they give them, the teacher make a list on one side of the board, elicits them to give more ideas in order to encourage them to speak and add some ideas if necessary. If they mispronounce some words or say some expressions in Portuguese, the teacher helps them with the pronunciation and some translations into English.

- The teachers asks the students to tell some expressions in English used for giving opinions, asking for opinions, agreeing and disagreeing, makes a list on the other side of the board and add some. He/she help them with the pronunciation of the expressions and voice intonation to distinguish affirming from asking questions, belief from disbelief, surprise from agreement and so on.

- The teacher keeps everything on the board while the students perform the task so that if they forget or say something wrongly, they will resort to what is written on the board.

Content input (5 mn)

- Teacher explains briefly to the students the history/origin of the Universal Declaration of Human Rights, what it means, what are its purposes and what it is composed of. While giving the explanation, the teacher highlights (write on the board below those words and expressions related to Human Rights) the following expressions: Human Rights Declaration, article, Human rights' violation, fundamental right, and world peace. After the explanation, the teacher gets all the students to read out loud the expressions or to repeat them after him/her.

As preparation for the activity, the teacher reads aloud Article 1 from the UDHR and asks students/volunteers to interpret and explain it.

Speaking activities or tasks

Brainstorming, Interpreting and General Discussion

Reading and interpreting some articles from the UDHR and analysing their applications in Cape Verde (10-15 min):

First, the teacher selects 8 articles from the UDHR. The following articles are suggested: 5, 7, 12, 13, 18, 21, 23 and 26. Then, gives one article written on a piece of paper to each group (of 5 students) and tells them that they have 10 minutes to do the following tasks:

Task 1 – students read the article, discuss it and say in their own words what the article means. They are allowed to use dictionary since there are some difficult words in the articles. Each group is going to choose a representative who is going to be responsible for writing down the ideas on a sheet of paper and will speak to the class when the group is called to speak. The other group members can also help their representative if necessary.

Task 2 – When the students finish discussing the meaning of the article, they share ideas among themselves within the group concerning the application of the article in Cape Verde. They do not have to reach an agreement or have the same opinion.

The teacher walks around to monitor and help them in case they need it.

Sharing the ideas with the whole class (25 min)

The teacher gives each group about 3-6 minutes to present the result of their work to the class. First, they present their interpretation of the article and then they say if they agree or disagree with the application of the articles in Cape Verde and justify their opinions.

While the students are presenting the result of their work, the teacher, elicits them, if necessary, so that everybody can participate. For example, the teacher may address questions to individual students like: “What do you think Maria? Does everyone have the right to education in Cape Verde?” “Do you agree with Maria, Pedro?” “Do you agree that racial prejudice does not exist in Cape Verde, Adilson? Why?”

Post-Speaking/ Homework: as a post Speaking activity assign students a work to do at home. They should individually propose solutions for to those human rights they

think are still a problem in Cape Verde. The solutions will be discussed in the next class

Topic
Career choice: Jobs and Occupations in Cape Verde - Opportunities and Challenges
B1 level descriptor
b) Addressing Audience (p.60)
<ul style="list-style-type: none">- Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.- Can take follow up questions, but may have to ask for repetition if the speech was rapid.
Learning targets/objectives
Students should be able to:
<ul style="list-style-type: none">- Make a clear presentation about jobs opportunities/challenges in Cape Verde- Describe the courses they can follow according to their areas of study (Humanities, Economic& social and science & technology)- Specify the course(s) they prefer to do in the future and the career prospects within the course (s)- Describe their future job (say what they want to be in the future and what kind of jobs they will do)- Answer specific questions about their presentations
Sub-skills of speaking
<ul style="list-style-type: none">- Vocabulary
*Words, expressions and phrases related to courses and jobs/occupations
Job, Career, finding a job, choose a career, make a decision, employment,

unemployment, employer, unemployed, fear, dilemma, good choice, wrong choice, money, salary, looking for a job, work, apply for a job, government, universities studies, job opportunities, internship, traineeship, available job, full-time work, part-time work, prospects, job prospects, company, business, difficulties...

***Courses**

Journalism, engineering, architecture, law, accounting, psychology, chemistry, carpentry, electricity, Education, kindergarten Education, electricity, medicine, nursing, fireman, art, sports, veterinary, tourism, business, history, politics, economy, marketing...

***Jobs/occupations**

Journalist, engineer, architect, lawyer, accountant, psychologist, chemist, carpenter, secretary, teacher, doctor, nurse, fireman, kindergarten teacher, singer, football player, football coach, veterinarian, tourist guide, businessman, historian, politician, pharmacist, economist, pilot, flight attendant, electrician...

- Pronunciation

*** Pronunciation of the jobs/occupation and words/expressions related to it**

- Grammar

***Simple present and Future**

(Students are assumed to already know the simple present and future)

Classroom Interaction

Individual work

Speaking activity

Oral presentation

Strategies/ Techniques

Some weeks before the class, the teacher asks the students to do a research about job opportunities in Cape Verde. Students can do their research on the internet or the teacher can organize a study visit to the IEPF (Instituto do Emprego e formação profissional). If a study visit is organized, the teacher will help the students prepare

some questions about jobs and jobs prospects in Cape Verde to ask IEFDP director.

The students will look for information about job opportunity according to the areas of study they are in (Humanities, Economic & social and science & technology).

Pre-Speaking activities (5-8mins)

The teacher pre-teaches some useful words/expressions related to jobs, career and courses. He/she brings 2 cardboards to the class. One of the cardboard has the words/expressions and the other one has the definitions or equivalent meaning in English.

The students match the words with their definitions or equivalent meaning in English.

Cardboard 1: Employment, employer, unemployed, dilemma, apply for a job, internship, available job, full-time work, part-time work, prospects, job prospects, company, kindergarten teacher, veterinarian, career, lawyer.

Cardboard 2: A job or profession for which a person is trained and which a person intends to follow.

A person whose job is to advise people about laws or to represent people in court

Work for the whole day, week and year

Work for part of the day, week or year

Someone who teaches/works with children

Someone who looks after the animals

Someone who employs the others

Chances for the future, expectations

Opportunities for employment

Work/occupation

Look for a job

Out of work

Job vacancy

Firm

Indecision

Placement/training

(Students are also expected to learn a great number of words/expressions during their research)

Speaking activity

Each student is given about 2 to 3 minutes to present the result of his or her research. They will talk about jobs opportunities in Cape Verde, the possible courses they can follow according to their areas of study, say what course(s) they want to do in the future, the kinds of jobs they will do and explain their reasons.

After each presentation, the teacher and peers ask some specific questions like:

What's the difference between looking for a job nowadays and some years ago? Do you think that it is easier now or more difficult why?

What kind of jobs are most people doing now? Why are they doing these kinds of jobs?

What factor's do you think contribute to a person's finding a job more easily?

What is your hope for the future? Do you expect to find a job as soon as you finish your studies?

This lesson will take 2 classes taking into account the numbers of students and the time given to each individual oral presentation.

<p style="text-align: center;">Topic</p> <p style="text-align: center;">Tourism in Cape Verde</p>
<p style="text-align: center;">B1 level descriptor</p> <p>Transactions to obtain goods and services (CEFR, p. 80)</p> <ul style="list-style-type: none"> - Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.</p> <p>Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination</p>
<p style="text-align: center;">Learning targets/objectives</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Deal with practical and immediate affairs/business in English - Use a range of practical and real language that they are likely to use while travelling, arranging travel or accommodation. - Identify the advantages and disadvantages of tourism for Cape Verde - Express their personal opinions about tourism - Prepare themselves to solve possible future day to day needs - Identify the advantages and disadvantages of tourism for Cape Verde - Express their personal opinions about tourism
<p style="text-align: center;">Sub-skills of speaking</p> <ul style="list-style-type: none"> - Vocabulary <p>*Words/expressions related to tourism</p>

<p>Tourist, hotel, hotel receptionist, hotel owner travelling, travelling arrangement and accommodation restaurants, landscape, tourist guide, tourism, travel, travel and tourism agency, foreigner, foreign language, money, economy, environment, corruption, criminality, job opportunities, job offer, income, food, culture, arts, price increase, passenger, buy, sell, relax, weather, sun, beach, peace, come, visit...</p> <p>- Pronunciation</p> <p>* Pronunciation of the words/expressions related to tourism</p>
<p style="text-align: center;">Classroom interaction</p> <p style="text-align: center;">Group work</p>
<p style="text-align: center;">Speaking activity</p> <p style="text-align: center;">Role play and Brainstorming</p>
<p style="text-align: center;">Strategies/ Techniques</p> <p>Some days before this Speaking lesson, the teacher asks the students to look for information about local points of interests in Cape Verde to be visited by tourists. In addition to the information, the teacher tells them to bring pictures, advertisement posters and any other materials that they will need for the activity. They will do a role-play.</p> <p>The students divide themselves into 6 groups (5 groups of 7 students and 1 group of 5 students).</p> <p>5 groups of students are the islands representative. They will represent 5 of the Cape Verdean Islands most visited by tourists (Sal, Boa Vista, Santiago, Fogo and São Vicente). Each group chooses one of the islands mentioned.</p> <p>Within the group students play different roles (hotel managers, restaurant owners, traders, representative of tourism and travel agency and so on). The students will divide the work among them so that everyone in the group will actively participate in the activity.</p> <p>1 group (composed by 5 students) is the tourists who intend to go to Cape Verde to spend their holydays.</p> <p>The task of the 5 groups, composed by 7 students, is to look for local points of</p>

interests of their islands to convince tourists to visit their islands. They will make advertisement posters, bring pictures and talk about hotels, landscapes, weather, beaches, accommodations, transportations, people, restaurants, food, prices and so on. They have to be very persuasive in order to convince and attract the tourists to their islands.

After presenting their arguments, the tourists take their decisions. They decide to which island(s) they go and explain the reasons for their choices.

Pre-Speaking activities (5-8mins)

Before the activity starts, the teacher works out with the students some useful vocabulary they will use during the activity and tests if the students have acquired some during their research. Teacher asks them the following questions: Which new words did you learn during your research? Which ones do you find hard to pronounce? Which ones you already knew? What are the ones you liked most and are going to use? Can you give me examples of some persuasive words? Did you like doing this work? Why? Are you curious about visiting these places? Why?

Speaking activity (40 min)

Each group has 5 minutes to convince the tourists to visit their island.

The tourists sit in the front and take note of the arguments so that they can decide at the end to which island (s) they go. They can also interrupt the island representatives asking questions/ information that help them in their decisions. They have 10 minutes, 2 minutes each to make their decision and explain the reasons of their choice (s).

Post- speaking activity

Homework (2mins)

The teacher asks the students, individually, to think and write about the advantages and disadvantages of tourism for Cape Verde and their opinion about tourism in Cape Verde.

The following lesson

Students brainstorm the advantages and disadvantages of tourism for Cape Verde and express their opinions about tourism.

12th grade Cape Verdean English speaking syllabus

Second term

Topic
The age of the Internet: email, Google, Skype & social networks: Facebook, Messenger
B1 level descriptor
Informal discussion with friends (CEFR, p.77) Can express his/her thoughts about abstract or cultural topics such as music, films. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.
Learning targets/objectives
Students should be able to: <ul style="list-style-type: none">- Express their opinions about networks (importance, advantages/disadvantages)- Compare the various networks- Explain why one network is better than another, arguing strongly to support their point of view- Agreeing and disagreeing with their classmates on the importance of the networks- Take decisions on which networks to use for certain purposes and explain their decision
Sub-skills of speaking
<ul style="list-style-type: none">- Grammar *Comparative/ superlative:

Better than, more important than, less important than, not so important as, as good as, faster than, slower than, safer than, more credible than, more popular than, more recent than, not so credible as, the best, the best known, the most used, the most popular, the most important ...

- Vocabulary

*Words/expressions related to the internet:

computer, internet, web, site, website, email, email address, information, message, user, public, online, offline, chatting, connected

social network company, Google, Facebook, Hotmail, Messenger, Skype, Hi 5, YouTube, Wikipedia

to download, search for, research, explore, watch, listen, reply, chat, surf the web, send an email, reply to an email, send a work, chat on Facebook, do a research work

* Adjectives:

Good, bad, important, fast, slow, popular, credible, safe, unsafe, known, modern, recent...

(Students are assumed to already know these adjectives)

*Fixed phrases for expressing opinions, agreeing and disagreeing:

In my opinion, in my point of view, I believe that, I agree with/that, I disagree with, I don't agree with/ that, I don't think so, I partially agree with/that...

(Students are assumed to already know these expressions)

- Pronunciation:

* Pronunciation of the words, expressions and phrases related to the internet

Classroom interactions

Group work

Strategies/ techniques

Pre-speaking activity/language input (15-20mn)

The teacher brings a cardboard to the class with words and expressions related to internet written on it. For example, computer, internet, web, site, website, email, email address, information, message, user, public, online, offline, chatting, connected,

social network company, Google, Facebook, Hotmail, Messenger, Skype, Hi 5, YouTube, Wikipedia, download, search for, research, explore, watch, listen, reply, chat, surf the web, send an email, reply to an email, send a work, chat on Facebook, do a research work etc....

He or she Fixes the cardboard on the board and asks students to read the words/expressions silently and then to say what they are related to. He/she then writes the correct answer 'The internet' on the board

The teacher asks individual students to read out loud the words/expressions and helps them with the pronunciation. He/she may ask the student to repeat after the words/expressions after him/her and then get the whole class to practise pronunciation (repetition drill). After this, the teacher asks the students to say which words or expressions from the cardboard they do not know the meaning.

The teacher tries as much as he/she can to explain the meanings in English, and writes the meaning on the board. He/she can use synonyms or definitions. For example, reply to an email = answer back; do a research = look for information; Chatting on Facebook = when you are Speaking with someone on Facebook ...

For practicing comparative and superlative, the teacher writes some adjectives on the board (e.g. good, important, fast, slow, safe, credible, popular, recent, known, used...) and asks students first as the whole class and then individually to make their comparative and superlative forms. Students can do this orally to save time.

Strategies/ techniques

Speaking activities

Decision-making activity (Ranking activity) and Class discussion

-The teacher writes the networks (Google, Facebook, Hotmail, Messenger, Skype, Hi 5 and YouTube) on the board, divides the class into 5 groups of 8 students (if 40 students): groups A, B, C, D and E.

The teacher tells one of the group (e.g. group E) to sit in the front and explain to them what their role is. They are going to be the jury members and their role is to vote which group is the winner. The winner will be the group who presents the best arguments. The jury members do not have necessarily to reach an agreement. They

have to justify why a group is the winner rather than another.

Decision-making activity/Ranking activity (10 min)

The teacher gives 10 minutes to the other 4 groups (A, B, C, D) to do the work. They organize the networks according to their order of importance for them and justify their opinions. The students within the group have to discuss and reach an agreement on which network will be on the top, in second place and so on, and justify their opinions. They compare the networks and strongly argue to support their point of view. One student will be responsible to take notes of the arguments that the group will use to support their point of view. While the 4 groups are discussing, the jury members (the group E) discuss the criteria for judging the views.

Class discussion (25 min)

Each group, including the jury members, have 5 minutes to speak. Each of the 4 groups will present their decisions on the order of importance of the networks and justify their decisions. The teacher helps the students to speak as much as possible by asking them questions like: Do you agree with the group A? What is on your top list, group B? Do you have the same opinion? Is Google more important than Hotmail? Don't you trust Facebook? Why? Which of the network is best for chatting to friends?

The teacher asks the jury members, individually, to choose the winner and justify. Get the other members to speak by asking them if they share the same opinion as their partner and to justify

<p style="text-align: center;">Topic</p> <p>Past times vs. Modern times: Family (Marriage; Parents/children relationship; male and female roles in Cape Verde)</p>
<p style="text-align: center;">B1 level descriptor</p> <p>Sustained Monologue: Describing Experience (p.59):</p> <ul style="list-style-type: none"> - Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g. an accident. - Can relate the plot of a book or film and describe his/her reactions. - Can describe dreams, hopes and ambitions. - Can describe events, real or imagined. - Can narrate a story. <p>Informal discussion with friends (CEFR, p.77)</p> <ul style="list-style-type: none"> - Can express his/her thoughts about abstract or cultural topics such as music, films. - Can give brief comments on the views of others. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. - Can give or seek personal views and opinions in discussing topics of interest. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). - Can express belief, opinion, agreement and disagreement politely.
<p style="text-align: center;">Learning targets/objectives</p>

Students should be able to:

Narrate stories about past lives of old people in their families or community

Describe these peoples' feelings and their own feelings about the story

Compare the past times with the present times

Give their opinions about the changes in people's lives over time

Sub-skills of speaking

- Vocabulary

*Words/expressions related to family:

Family, parents, husband, wife, couple, marriage, divorce, child, children, son, daughter, brother, sister, grandparents, grandmother, grandfather, auntie, uncle, grandson, granddaughter, sister-in-law, brother-in-law, relationship, male, female, boy, girl, Conservative family, family in the past, traditional family, modern family, extended family, nuclear family, single parents, married couple, head of the household

*Words/expressions like:

Nowadays, in the past, respect, free time, education, home, work...

(Students are assumed to already know most of the vocabulary mentioned above)

* Adjectives:

Big, few, small, close, open, early, late, severe, relax, credible, safe, unsafe, numerous, conservative, modern, recent, extended, shy, free, embarrassed, independent, common, formal, high, low...

*Fixed phrases for expressing opinions, agreeing and disagreeing:

In my opinion, I think that, I agree with/that, I disagree with, I don't agree with/ that, I don't think so, I partially agree with/that, I prefer...

(Students are assumed to already know these expressions)

- Pronunciation:

* Pronunciation of the adjectives and words, expressions and phrases related to family

- Grammar

* There is, there are/there was, there were

* Used to

*Comparative

Better than, closer than, shier than, not so important as, more important than, as good as, more independent than, more severe than, more relaxed than, safer than, higher than, more extended than, later than...

(Students are assumed to already know these grammar points)

Classroom Interaction

Group work

Speaking activities or tasks

Storytelling and class discussion

Strategies/ Techniques

The teacher asks students, one week before the class, to organize themselves into 7 groups (5 groups of 6 and 2 groups of 5 if 40 students) and tells them to do the following tasks:

- Research the past lives of families in their communities. They can do this through interviewing old people in their own family or their neighbourhoods. Each group member is going to choose a person to interview. At the end they join all the peace of information they gathered, do a summary and bring it to the class.

The teacher helps them by giving clues on the types of questions students should ask during the interview. But students are free to ask other types of questions. The interview will be in crioulu (the students and the old people' mother tongue).

Students ask the old people questions like:

How was the relationship with your parents? Was it an open relationship, where you could tell them everything? For example, did you tell them about your girlfriend/boyfriend?

Who support the family? Who was considered the head of the household?

Was it common couples living together without getting married?

What was the women's role?

What is the difference between the past and nowadays in terms of children's education?

When students finish their interviews, each group join together to share the information they get. They do a summary of what they get and translate it into English. Students use dictionary and other source, if necessary to help them with the translations.

Pre-speaking activity (8- 10 min)

Before the students start telling the stories they heard from the old people, teacher pre- teach/review some words/expressions and grammar students might need during the conversation and also help them with the pronunciation.

First, the teacher asks them the words or expressions in English related to family. They say it orally and the teacher corrects the pronunciation, if necessary.

The teacher writes and keep on the board some new words and expressions that students might not know (couple, divorce, relationship, male, female, family in the past, head of the household), asks them to read out. Helps them with the pronunciation and asks them to find the equivalent meaning in Portuguese or crioulu.

The teacher also pre- teaches some new adjectives like: severe, relax, numerous, conservative, modern, recent, extended, traditional, formal, nuclear, single, married.

She gives students a short exercise in which they find nouns related to family to combine with the adjectives above. Students can do this orally.

Examples: Severe education Conservative family

Married couple Single parent

Speaking activity 1: storytelling (35 min)

The teacher asks the group to join and gives them 5 minutes each to tell the story about the families in the past. Each group chose a representative to tell the story. But the other members can also help.

Post- Speaking activity (writing activity)

Homework (5mn)

Taking into account that the students already know about the past lives of the families in their community, the teacher asks them to compare families in the past with families today. They organize their task like this:

Families in the past

Families today

In the following class...

Class discussion

The teacher corrects the homework and asks students which of the family they prefer and why, leading to a class discussion. The teacher asks the class to divide in 2 groups for class debate. The students will group together according to their opinions on the family. 1 group is in favor of the traditional family and the other one is against and defend the modern families lives.

Possibly, a new group will emerge. This group is the one, who is neither in favor nor against but partially agree and disagree with some aspects in both family.

During the Speaking activities, the teacher avoids explicit language correction or overcorrecting the students so that they do not feel inhibited to speak.

<p style="text-align: center;">Topic</p> <p>Educational Facilities in Cape Verde: Comparing Cape Verde with other Countries, namely Portugal and Brazil in terms of Educational Facilities (Emphasis on Higher Education)</p>
<p style="text-align: center;">B1 Level descriptor</p> <p>Addressing Audience (CEFR, p.60)</p> <p>-Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>-Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>
<p style="text-align: center;">Learning targets/objectives</p> <p>Students should be able to:</p> <p>-Make a clear presentation about the existing higher educational facilities in Cape Verde and in other countries of the world</p> <p>-Explain specific points about the educational facilities with reasonable precision</p> <p>- Compare the existing facilities in Cape Verde with the other countries that normally welcome Cape Verdean students (Portugal, Brazil, Australia, Cuba, Senegal and China)</p> <p>- Answer specific questions about their presentations</p>
<p style="text-align: center;">Sub-skills of speaking</p> <p>- Vocabulary</p> <p>* Words, expressions and phrases related to Educational Facilities:</p> <p>Education, school, university, faculty, library, study center, computer room, office, tutorial, tutor, social canteen, students' residence, free access to internet, research center, scholarship, laboratory ...</p>

(Students are assumed to learn these words during their research)

* Adjectives:

huge, big, small, cheap, expensive, modern, well equipped ...

(Students are assumed to already know these adjectives)

- Grammar

*There + to be:

Example: There are many computer rooms in Portuguese universities.

(Students are assumed to already know there+ to be)

*Comparative and superlative:

Cheaper than, bigger than, the biggest, the cheapest, the best ...

(Students are assumed to already know comparatives and superlatives)

Classroom interaction

Strategies/techniques

Group work

Speaking activity

Oral presentation

The teacher asks students, one week before the class, to organize themselves into 7 groups (5 groups of 6 and 2 groups of 5 if 40 students) and tells them to do some research on the higher educational facilities in different countries of the world.

Each group is going to choose one of the following countries: Cape Verde, Portugal, Brazil, Australia, Cuba, Senegal and China.

The teacher tells them to use dictionaries and any other source to help them with the language they need and with the pronunciation.

The teacher helps them, in case they need, during their research by providing them with useful information like some sites or links where they can find information about higher educational facilities in different countries of the world. He/she also guide them by giving sub-topics to research. For example, universities, fees, residences,

access to internet, library...

The teacher tells the students that the first group to present will be the one that chose Cape Verde

Pre-speaking activity (3min)

Before the group work presentation, the teacher asks the students about their findings. He/she asks them questions like: Did you like doing this work? Why? Why not? What were the challenges? Was it hard to find the information? Do you think you learned a lot? ...

Avoid explicit language correction so that you can encourage your students to speak more fluently.

Speaking activity: Oral presentation (28 min)

The teacher tells the groups that they have 4 minutes each to briefly present their work to the class. He/she tells the students to be clear and precise.

Follow up questions (14min)

After each presentation, the teacher takes 2 minutes to ask and to allow the class to ask specific questions like: are there computer rooms in UNICV? Are there students' residences in Portugal? Compare Cape Verde with Portugal in terms of numbers of research centres. Compare China with Brazil in terms of numbers of universities...

Post-Speaking activity (5min)

Homework (writing activity)

For homework the teacher asks the students to write a short paragraph beginning: 'I would like to go and study in because ? Basically they give the place and the reasons.

This is an opportunity for them to use and remember the vocabulary.

The time suggested for the activities is totally flexible. The teacher is free to increase or reduce the time suggested in the light of the classroom practical needs.

Topic Emigration: Reasons for Emigrating; Advantages and Disadvantages of Emigration
B1 level descriptors Goal-oriented co-operation (p.79) Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others. Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.
Learning targets/objectives students should be able to: - Differentiate Immigration from Emigration - Identify the reasons why Cape Verdean people Emigrate - Identify the advantages and disadvantages Emigration - Express their personal opinions about Emigration - Agree and disagree with their classmates concerning their views on Emigrating
Sub-skills of speaking - Vocabulary

<p>*Words/expressions related to the Emigration:</p> <p>Emigration, Immigration, Emigrant, immigrant, host country, leaving abroad, work, job, study, racism, cultural shock, speak, foreign country, foreign language, foreign people, foreigners, school, family, children, adapt, racial prejudice, leaving, enter, settle in, leave behind, money, loneliness, habit, customs, food, transportations, clothes, community, weather, seasons...</p> <p>*Countries' name</p> <p>Portugal, France, Spain, Italy, Brazil, Luxemburg, England, Ireland, Australia, the United States of America, China, Cuba, Canary Islands, Morocco, Switzerland, sweden, Netherlands</p> <p>(Students are assumed to already know most of the countries' name and some words related to Emigration/immigration)</p> <p>- Pronunciation:</p> <p>* Pronunciation of the countries' name and words/expressions related to Emigration</p>
<p style="text-align: center;">Classroom Interaction</p> <p style="text-align: center;">Group work</p>
<p style="text-align: center;">Speaking activities or tasks</p> <p style="text-align: center;">Brainstorming and class discussion</p>
<p style="text-align: center;">Strategies/ techniques</p> <p>Pre-speaking activity/language input</p> <p>Part 1 (3mns): The teacher brings the song “sodade” by Cesária Évora to the classroom, plays it and asks students to listen carefully to the song. After the students have listened to the song, the teacher asks them to say what the song talks about. Students have to say what the theme of the song is in English. When the students say it, the teacher writes on the board and say to them that today’s class will be about Emigration.</p> <p>Part 2 (5mns): The teachers asks the students to say the names of the countries where</p>

Cape Verdean people Emigrate to and helps them with the pronunciation of the countries' name if necessary.

Content input (3mn): The teacher explains to the students the difference between Emigration and Immigration. After the explanation, he/she asks students to give examples of Emigration and Immigration situations in order to check their comprehension.

After this, he/she pre-teaches some new words related to emigration and immigration
Emigration, Immigration, Emigrant, immigrant, leaving, enter, host country, leaving abroad, cultural shock, foreign country, foreign people, foreigners, settle in, leave behind

Speaking activities

Brainstorming (10 min)

The teacher divides the class into 5 groups of 8 students (if 40 students), and gives them about 10 minutes to brainstorming the following.

- * Why do Cape Verdean people Emigrate?
- * Which countries do Cape Verdean people usually prefer to go and Why?
- * Where can we find most Cape Verdean immigrants?
- *What are the advantages and disadvantages of emigration for Cape Verde and the Host countries?

Students will take note of their ideas and then speak to the class when they are asked to do so.

The group members will divide the work among them so that everyone in the group can speak to the class.

Sharing Ideas with the whole class (25 min)

Each group has about 6 minutes to share their ideas with the class. While they are sharing their ideas with the class, teacher elicits them to speak by asking some questions or asking like: so you think there are more Cape Verdean immigrants in Portugal than in England? Why do think most Cape Verdeans prefer Portugal to England?

<p>Post- speaking activity</p> <p>Homework</p> <p>As homework, the teacher asks students to think about all the advantages and disadvantages of emigration they have discussed in class and to form an opinion about emigration.</p> <p>In the following class, the teacher asks them to express their opinions and to comment on the others' opinions.</p>
<p style="text-align: center;">Topic</p> <p>Emigration for studies: The culture of the host countries vs. Cape Verdean culture; students' lives abroad - Dealing with cultural diversity / constructing an Intercultural Identity</p>
<p style="text-align: center;">B1 level descriptor</p> <p>b) Addressing Audience (p.60)</p> <ul style="list-style-type: none"> - Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. - Can take follow up questions, but may have to ask for repetition if the speech was rapid.
<p style="text-align: center;">Learning targets/objectives</p> <p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> - Make a clear presentation about Cape Verdean students' lives abroad - Describe the minimum about the culture (norms, attitudes, habits, values) of the Host Countries that normally welcome the Cape Verdean students and how Cape Verdean students deal with racial and cultural differences. - Explain specific points about habits, customs, attitudes, values... of the host countries - Compare some specific points about Cape Verdean culture with the culture of the host countries

- Answer specific questions about their presentations
<p style="text-align: center;">Sub-skills of speaking</p> <p>Vocabulary</p> <p>* Words/ expressions related to culture</p> <p>Culture, interculturality, habits, customs, cultural shock, adapt, differences, difficulties, constraints, language, food, clothes, norms, rules, cultural shock, time, lifestyle, behaviour, greetings, music, law, religion, literature, art, education, respect, feast, tradition, celebrations, traditional festivities, holydays...</p> <p>* Words and expressions related to students and their lives</p> <p>Education, life, school, university, faculty, residence, home, leaving abroad, work, job, fees...</p> <p>(Students are assumed to learn these words during their research)</p> <p>- Pronunciation</p> <p>* Pronunciation of the words and expressions related to culture and life abroad</p> <p>- Grammar</p> <p>*Simple present for describing real facts</p> <p>(Students are assumed to already know the simple present)</p>
<p style="text-align: center;">Classroom Interaction</p> <p style="text-align: center;">Group Work</p>
<p style="text-align: center;">Speaking activity</p> <p style="text-align: center;">Oral presentation</p>
<p style="text-align: center;">Strategies/ Techniques</p> <p>One week before the class, the teacher asks the students to do a research about the culture of the host countries that usually welcome the Cape Verdean students and the Cape Verdean students' lives in these countries. He/she tells them which countries exactly they should research (Portugal, Brazil, Australia, the United States of America, China, Cuba, Canary Islands and Morocco)</p>

The teacher divides the class into 8 groups of 5 students (if 40 students). Each group is going to choose 1 country to do their research and oral presentation.

The teacher will guide the students to research the following: the culture (norms, attitudes, habits, values) of the Host Countries that normally welcome the Cape Verdean and how Cape Verdean students deal with racial and cultural differences.

Pre-speaking activity (5mn)

Before presenting their findings to the class, the teacher asks the students about their research. He/she asks them questions like:

What do think about this work? Do you think that it helps you in some way or not? Why?

Did you like doing it? Why? Why not? Was it hard to find the information? Is the information you get useful for your future life? Why? Why not?

Speaking activity: Oral presentation (40 min)

Each group will be given 5 minutes to briefly present their work to the class. They should be clear and precise. The student divides the work among them within the group so that everyone has the opportunity to speak.

Not every group will be able to present on the same day due to the class time

Follow up questions

After each presentation, the teacher takes about 5 minutes to ask and to allow the other students to ask specific questions related to the presentation. For example, what are the major problems that Cape Verdean students face in Australia? Is it difficult for Cape Verdean students to get familiarizing in Portuguese universities? Why?

What are the cultural shocks that students face in China? In your opinion how should we behave when we are faced with cultural diversity?

The time suggested for the activities is totally flexible. The teacher is free to increase or reduce the time suggested in the light of the classroom practical needs.